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ABSTRACT

Recently, academic and vocational educators, as well as most of those charged with custody, have begun to help rehabilitate prison inmates through such preparation as the development of trade skills, high school completion, and literacy training. There exist correctional institutions which provide excellent programs in many skills needed by the "free world" such as auto mechanics, electronics and carpentry. This bibliography is an attempt to simplify the job of those who seek to determine what exists and how such materials relate to their function in the correctional process. (CK)

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A Bibliography for Correctional Education

by

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AC010485

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Introduction

Much of the rhetoric of contemporary society is centered around the rehabilitation of those who have offended said society and have been committed to a correctional institution. Historically, rehabilitation efforts have been based on the concept, "Let the punishment fit the crime"; therefore, if one is punished severely enough, the tendency to commit a crime after release is supposedly diminished. The physical structure of "treatment" facilities have, in the main, served as excellent storehouses for punitive actions. Dank, dark, and dingy cells provide perfect settings for those who have firmly believed in the primitive concept. Custodial personnel have made much use of the facilities provided them by society and have performed in a manner expected. The occasional hue and cry against cruel but not unusual punishment has done little to change the habits of "guards" since a vast majority of the citizenry did not desire change.

Recently, academic and vocational educators, as well as most of those charged with custody, have begun to help rehabilitate inmates through such preparation as the development of trade skills, high school completion, and literacy training. There exist correctional institutions which provide excellent programs in many skills needed by the "free world" such as auto mechanics, electronics, and carpentry. Classroom facilities as well as educational materials are being provided at an ever-increasing rate. Teachers of Reading, Riteing, and Rithmetic are finding a great challenge in the attempt to rehabilitate inmates. Custodial personnel are finding more appropriate roles to play and are adapting to new and increasing demands of society. This bibliography is an attempt to make easier the job of those who attempt to determine what exists and how such materials relate to their function in the correctional process.

No attempt has been made to prepare a complete and comprehensive work. To do so would be a monumental task; however, many articles and books have been researched and what the authors reason to be most appropriate has been included. The impetus for preparing this bibliography has been provided by the Florida Board of Regents through their funding of the Institute for Florida Correctional Educators. The Institute is to be held for fifty educators from the several Florida correctional institutions in Tallahassee, Florida, from May 17 to June 4, 1971, and is directed by Dr. George Aker, Head, Department of Adult Education, Florida State University, and Franklin Semberger, a doctoral student in adult education at FSU. They are joined in their efforts by Mary Lisle King and G. Ray Worley, both also students of adult education at FSU. The latter two students have provided their research abilities to gather the material for this bibliography but are not responsible for discarding materials which may be more appropriate.

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Education

Alabama. The Draper Experimental Project in Education and Rehabilitation. Draper Correctional Center, Elmore. 1962. 2 pts.

Apalachee Correctional Institution, "Teacher's Objectives," ACI, Apalachicola, Florida. September 1969.

Auld, Ute. "What a Prison Education Program Faces," Michigan Education Journal, XLIII (January, 1966), 16-17.

This brief article discusses the negative attitudes of these Michigan prisoners toward education. It describes educational goals for the future as well as stating present existing programs within the Federal Correctional Institution at Milan.

Baumiester, E. E. "Why Correctional Education?" Journal of Correctional Education, XXI, No. 4 (1969), 26.

Beadle, James S., "A Survey and Analysis of the Educational Program of the Academic School of the State Prison of Southern Michigan, Jackson," Unpublished Doctoral Dissertation, Michigan State University, 1965.

Thirty-nine respondents were interviewed which resided within the geographic limits of the City of Detroit, Michigan, with the hope of achieving a more homogeneous sample. There was a general acceptance of the educational program, as such, with some feeling for expansion directed toward vocational ends. Ninety-two per cent stated that the program of education at the institution should be continued and expanded. The employment rates upon release were considerably higher than those prior to incarceration.

The educational program is voluntary for the individual inmate; therefore, the program can only help those inmates desiring help. In light of the feelings expressed by the participants the writer sensed some justifiable faith in their suggestions for further expansion of the program into vocational areas while at the same time striving for a 'new look' at the period of incarceration not as one of punishment but of treatment. This would provide a better effect on both the 'giver' and the 'receiver' of the treatment.

Behrman, Mayes. "Teaching Illiterates in Prisons," American Journal of Correction, XXV (November-December, 1963), 18-22.

Use of the Laubach system to teach illiterates.

Bowyer, Carlton H. "Correctional Education in Penal and Correctional Institutions in the United States," Unpublished Doctoral Dissertation, University of Missouri, 1958. Microfiche AC-1-no. 58-7440.

Bowyer investigated the philosophy and practice of correctional education in the United States. He stated that correctional education included organized training in the areas of academic, vocational and social education. It was emphasized that the purpose of education is to (a) provide a general educational background, (b) equip the individual to earn a living, and (c) create a desire within the individual to conform to the mores of society. The task of correctional education is a unique one, and requires expansion in the area that most directly affects the attitudes and values, social education.

The growth of correctional education is evidenced by the inception of new programs, an increase in the number of inmates participating in the programs, and an increase in the number of qualified personnel directing these programs. The major obstacles to continued growth are the lack of public sympathy and understanding and the lack of adequate budgets to finance the programs.

He concluded that correctional education is performing a service for those inmates participating, but that compulsory education must be established in our correctional institutions.

Bureau of Prisons, Rational Innovation, Washington, Bureau of Prisons, U. S. Department of Justice, 1965.

Butts, W. Marlin. "An Educational Program in a Short-Term Correctional Institution," Federal Probation, XXI (December, 1957), 39-43.

The experiences in Cleveland's House of Correction, known as "The Warrensville Workhouse."

Chenault, P. "Correctional Institutions Helping the Functionally Illiterate," Alabama Correctional Bulletin, LVIII (October, 1964), 804-809.

Conference Proceedings, "Education and Training in Correctional Institutions," The University of Wisconsin Center for Studies in Vocational and Technical Education, 1968, 116 pp.

Correctional Research. (Bulletin Series Nos. 1-6). Boston, United Prison Association of Massachusetts, 1955. "What's new in prisoner education?" includes bibliographies.

Coty, Francis J. "Correctional Education in the Northeast After a Generation of Effort," American Journal of Correction, XXV (November-December, 1963), 10-17.

Cox, Weldon W. "Education and the Military Offender," American Correctional Association Proceedings, 1963. pp. 124-130.

Dannelly, George M. New York City Youth Council Bureau. "Effect of Reading Instruction on Modification of Certain Attitudes Toward Authority Figures of Adolescent Delinquents." 1963. 15 lvs.

Summary of doctoral dissertation, New York University School of Education.

Guide for Inmate Education. Department of Correction, Education Publication #3, revised. Jefferson City, Missouri, 1965. Fred T. Wilkinson, Director.

Drucker, Paul K. "Short-Term Education in a Short-Term Penal Institution," Crime and Delinquency, XII (January, 1966), p. 58.

Eckenrode, C. J. "Education's Contributions to Institutional Treatment Modules," Journal of Correctional Education, XXI (Spring, 1966), 5.

Egerton, John, "Where They Try to Make Winners Out of Men Who Have Always Lost," Southern Education Report, May-June 1966, Nashville, Tennessee.

Draper Institution, in Alabama, the only full-time self-instruction school in the country, is having much success with its academic and vocational education.

About 65% of the enrollees in the vocational school have been granted earlier parole dates, but another 25% have postponed parole in order to finish the training programs. Only four vocational school graduates have been reimprisoned for committing new crimes (six others have technically violated parole), although 70 per cent of the first class were already two-time losers--men who had previously been jailed, released and jailed again.

The 160 inmates now studying at Draper make up about one-fourth of the prison's population. Until the schools were started, all but a small number labored on the 2,000 acre farm, raising cotton, wheat, sugar cane, and vegetables. Draper is a maximum-security prison 25 miles northeast of Montgomery. Most of the inmates range in age from 16 to 25 years. They have had, on the average, just over six years of formal education. It may be possible to obtain a reprint of this article from Draper Correctional Center, Elmore, Alabama.

"Evaluation of the adult education center, San Quentin Prison." San Quentin, California, 1965. no paging.

Frances Mary, Sister. Teach Them to Live; A Study of Education in English Prisons. With a foreword by Lord Birkett. New York: International Universities Press, 1958. 287 pp.
HV8875.F7 365.662 58-2272

Glaser, Daniel. "The Effectiveness of Correctional Education," American Journal of Correction, XXVIII (March-April, 1966), 4-6+.

Glenn, John. "Projections for Correctional Programs in Education: Learning a Living," Arizona Dept. of Corrections, Phoenix, Arizona, 1969. 66 pp. ED 032 549 CG 003 995

Additional copies available from Arizona Research Coordinating Unit, 1333 West Camelback, Phoenix, Arizona 85013. (Dr. A. Lee, Director).

This study was designed to describe the status of the present educational programs in the correctional institutions of Arizona and to further evaluate the potential of each institution and its inmates

for additional offerings which might be possible. Data were obtained from: (1) interviews of inmates, (2) personal records, (3) organizational data sheets, and (4) personal observation. The subjects were from two correctional institutions in Arizona. A review of literature on topics such as: (1) need for education, (2) the average age and length of sentence of inmates appear to provide enough time for the inmate to obtain a considerable amount of education in occupational upgrading, (3) present programs reach only a minority, and (4) teachers and materials are inadequate. Recommendations include: (1) inmate participation needs to be emphasized, (2) counselors need to be included in the educational program, (3) follow-up after release is necessary, and (4) placement services are necessary.

Hagen, Lester R. "Education for Rehabilitation with Space Age Vision," Journal of Correctional Education, XX (Fall, 1968), 10-11.

Henney, R. Lee. "The Future of Adult Education in Correctional Institutions," paper delivered before the 96th Congress of Corrections, Baltimore, Maryland. August 28-September 1, 1966.

Hershey, Harvey, "Adult Education and Personality of Inmates of the State Prison of Southern Michigan," Unpublished Doctoral Dissertation, Michigan State University, 1966.

Inmates were asked to complete an "Adult Education Data Survey" and a Sixteen Personality Factor Questionnaire. Thirty-two matched pairs of inmates were defined on the basis of the items concerning age, education, recidivism, length of sentence, and participation in special groups of activities, the only difference being that one inmate had participated in the adult education program at the prison and the other had not been involved.

The findings suggest that inmates participating in adult education activities have certain personality factors which are unlike the personalities of the non-participators chosen for this study. The class participators were found to be significantly more rigid, undependable, and conventional than the non-participators, while the non-participators were more easy-going, conscientious, and imaginative than the participators.

Both groups were more rigid and undependable than the general non-college adult male population norms provided by the authors of the questionnaire. The participator was similar to the average male on the conventional-imaginative continuum while the non-participator was much more imaginative than either of the groups. However, in none of these comparisons with general norms was the difference significant.

Heyns, Garrett. "How to Stimulate Inmate Interest and Motivation in Educational Programs," American Correctional Association Proceedings, 1956.

Hitt, William D. and Agostino, Norman R. "Final Report on the Development of a Model Education and Training System for Inmates in Federal Correctional Institutions, to Federal Prison Industries, Inc., U. S. Dept. of Justice. Battell Memorial Institute, Columbus, Ohio, 1968. 64 pp. ED 028 381 AC 004 215

This study to develop an education and training (E&T) system for inmates in Federal correctional institutions described and evaluated existing E&T systems and needs at Milan, Michigan, and Terre Haute, Indiana; formulated an E&T model; and made specific recommendations for implementation of each point in the model. A systems analysis approach was used throughout the study. Weaknesses were found in institutional objectives, vocational training, counseling, educational planning, staff development, and other aspects of existing programs. Elements of the proposed E&T model were objectives, job market information, classification and assignment functions, guidance and counseling service, reward system, instructional staff, curriculum and methods of instruction, job placement service, and evaluation methods. Implications for penal administration and education were also noted, together with expected benefits in terms of helping inmates become productive members of society. (The document includes four charts and one table.)

Hitt, William D. and others. "Final Report on an Analysis of the Education and Training Systems at Milan, Michigan and Terre Haute, Indiana to Federal Prison Industries Inc., U. S. Dept. of Justice. Battelle Memorial Institute, Columbus, Ohio, 1968. 204 pp. ED 028 382 AC 004 216

Existing education and training (E&T) programs at the Terre Haute Penitentiary, Indiana, and the Milan Federal Correctional Institution, Michigan, were described and evaluated. Needs, objectives, inmate classification and placement, staff, and other aspects were covered. Reports, staff and inmate interviews, study of instructional materials, and observation of classes and facilities were used. Problems were vagueness and conflict in institutional objectives; absence of on-the-job training; lack of a planned E&T program, effective reward system, efficient E&T administrative system, planned staff development, or systematic program evaluation, not enough opportunities in vocational training; generally inadequate individual instruction and counseling; and deficiencies in E&T staffing at Terre Haute and in staff communication and space at Milan. Opportunities were seen in the possibility of relating work, training, and social adjustment, the presence of effective reinforcers (chiefly freedom and money), a controlled environment, dedicated staff, and support personnel. (Included are 48 tables and figures, and appendices on job opportunities, textbooks, courses, schedules, staff members, equipment and materials, and dropout statistics.)

Hogan, Frank, "College Classes at CSP!" The Interpreter, Vol. 3, No. 1, January-February 1968, Canon City, Colorado, Colorado State Penitentiary.

Indiana. Reformatory, Pendleton. "Objectives and Procedures in Education and Vocational Training." Pendleton, 1951. unpaged.
HV8875.I5 365.662 56-63372

Jacobson, Frank N. and Eugene N. McGee, "Resistance to Education," Journal of Correctional Education, XVI (1963), 17-22.

Kreuter, Mortimer, "A Public School in a Correctional Institution," Federal Probation, XXIX (September, 1965), 50-57.

Massachusetts Correctional Association. "What Do Administrative and Professional Staffs Think About Their Correctional Systems?" Correctional Research (November, 1967). 35 pp. (Bulletin No. 17: Part One)

To ascertain the opinions of correctional institution administrators and their professional staffs on matters relevant to changes in correctional programs and policies, Correctional Research made a nationwide survey of state correctional institutions for adult felons. Federal and county personnel, and those employed in the probation or parole systems, or in institutions for women, were not included. Seventy per cent of those who were questioned responded. Some of the findings were that: (1) more than 90 per cent consider the most desirable size for the population at a maximum security institution for men to be not more than 700 inmates, and 40 per cent believe that 700 should be the maximum population permitted; (2) more than half of the respondents believe that at least 40 per cent of the prisoners now housed in maximum security institutions could, with safety to the public, be housed under minimum security conditions; (3) nearly 90 per cent favor satellite prisons (separate, specialized institutions which would house a population of 100 to 300 men), which would have access to centralized medical, psychiatric, social work, and other professional and administrative resources and equipment; (4) most estimate that over 30 per cent of the prisoners who needed rehabilitative treatment responded favorably to it. Most respondents believe that the proportion of prisoners who did not respond is also 30 per cent; (5) one-third agreed that most of the prisoners who do remain law-abiding after release would have done so without imprisonment (two-thirds disagreed). There is currently a strong nationwide feeling that correctional systems can and should be improved, and that the improvement should be made now.

McCleery, Richard. The Strange Journey; A Demonstration Project in Education in Prison. Under the general direction of Lee M. Brooks. Chapel Hill, University of North Carolina Press, 1953. 64 pp. (University of North Carolina extension bulletin v. 32, no.4)

McCormick, Austin H., The Education of Adult Prisoners. New York: New York Society of Penal Information, 1926.

Michael, Calvin. "Changing Inmates Through Education," a paper presented at the conference on "Education and Training in Correctional Institutions," University of Wisconsin, Madison, Wisconsin, June 1968.

Miller, E. Eugene and Hughes, Rebecca. "New Perspectives in the Education of Female Prisoners," Journal of Correctional Education, XXI (Summer, 1969), 4.

Report on the Pilot Project for Women, Westchester County Jail, Valhalla, N. Y., April 15, 1963-January 15, 1965.National Council on Crime and Delinquency. Westchester Citizens Committee. New York, 1965. 12 pp. and 13 pp.

Novick, Harold. "Administrative Expectations in Correctional Education," Journal of Correctional Education, XX (Fall, 1968), 8-9.

"Prison Education," New York Times Educational Supplement, Feb. 5, 1965, pp. 327-332.

"Program Innovations," Bureau of Prisons Annual Report 1965, Federal Prison Industries Shop, El Reno, Oklahoma, 1965.

Ryall, Rod. "From Theory to Treatment (Part 2): The Contribution of Learning Theory," Approved Schools Gazette (Birmingham). 62(5): 249-254, 1968.

Unlike other theories of criminal behavior which suggest that antisocial behavior is learned from others or in response to life problems, learning theory holds that antisocial behavior occurs spontaneously in the young child and must, in fact, be unlearned. People learn ethical values through a process of conditioning. Because wrong actions are followed by punishment, the anxiety caused by the punishment automatically becomes associated with the wrong action. Learning theory postulates that the offender is an individual in whom early conditioning has failed. The failure stems from several factors: (1) some people are less susceptible to conditioning; (2) different children face varying degrees of punishment for any given act. If the relationship between parents and child is strong enough, the threat of withdrawal of parental love causes more anxiety than physical punishment and is more effective in conditioning the child. If the relationship is weak or if the child is deprived of his parents, the child may be inadequately socially conditioned. Social training is most effective when it is presented in terms of a few well-defined principles rather than merely related to a specific act. The techniques and the social environment of middle-class parents are more effective than those of lower-class parents.

Texas Department of Corrections, Annual Report 1966, State of Texas.

This publication is more than just a report. It is a publication describing both in pictures and writing the programs in existence and the progress being made with them.

In this report the statement was made that today the man without education or vocational skills has little with which to barter in the labor market of our complex society. Lacking knowledge or skills, he may turn to crime as a means of livelihood.

Texas Department of Education, The Treatment Program of the Texas Department of Correction, Texas Department of Education, 1967.

Thompson, J. Kelly, Sr., et al. "A Learning Disability in An Inmate Population," Journal of Correctional Education, XXI (Winter, 1969), 5.

Vukcevich, U. Samuel. "The General Progress of Correctional Education," Journal of Correctional Education, XXI (Summer, 1969), 16.

Waldo, Gordon P. "Research in Correctional Education," Journal of Correctional Education, XXI (Fall, 1969), 4.

Wallack, W. M., Kendall, G. M., and Briggs, H. L. Education Within Prison Walls, New York: Columbia University Press, 1939.

Whipple, Charles M. "Remedial Attitudinal Therapy in the Reformatory Classroom," Oklahoma State Reformatory, Granite, Oklahoma, 1968. 11 pp.

To determine if a link exists between academic progress and the correctional process in the reformatory classroom, this study considers the effect of bibliotherapy on the academic achievement and personality of inmates of the Oklahoma State Reformatory enrolled in a biology course for a total of four, 10-week semesters. Because classes were organized according to inmates' work schedules, groups had to be established by statistical comparison. Chi-square and t-tests were applied to the results of the California Test of Mental Maturity, the Nelson Biology Test (NBT) and the Minnesota Multiphasic Personality Inventory (MMPI). It was found that the eight initial groups were equal, and they were therefore combined into two groups, experimental and control. Both groups received Lecture-Demonstration-Laboratory instruction three hours a day. The experimental groups spent one hour a day discussing mental hygiene and personal problems. Bibliotherapy stresses the textbook, with general reading of predominantly psychiatric-sociological articles and books. Discussion and modified role playing as well as other resources were also integrated into class work. Alternate forms of the source tests administered earlier were given at the conclusion of the program. It was found that the difference in mean gains, for biological knowledge, was in favor of the experimental group.

Zeller, E. J. "A Short-Term Adult Program Experiment in a Correctional Institution." Dissertation Abstracts: order no. 66-14, 909. XXVIII, 101-A.

The purpose of this study was to determine the extent to which selected aspects of the behavior of two experimental groups of literate prisoners of the Indiana State Reformatory might change by the use of a short-term program of participation training.

Thirteen hypotheses were formed. Further details of the procedure may be found in the study or in the detailed abstract record. It was concluded that the short-term experimental educational program may be useful when used in conjunction with other rehabilitation programs which require self-understanding as a group participant, etc.

Vocational Training

Adams, William T., Grant, Richard A., and Prigmore, Charles S., "The Relationship of Correctional to Vocational Rehabilitation," Crime and Delinquency, XII (July, 1966), 227 ff.

Boyles, Gary. "The Educational and Vocational Aspirations of Prisoners," Research Report Number 5, Center for Research in Vocational and Technical Education, University of North Dakota, Grand Forks, North Dakota, 1967.

A questionnaire was distributed to 259 male inmates at the North Dakota State Penitentiary and State Farm in Bismarck. The institution has an average population of 250, with approximately 150 admissions annually. There were 175 questionnaires returned.

Sixty-seven per cent of the inmates under 20 years of age wished to return to school. The desire to get a job increased with the age of the inmate. Inmates 50 years of age and over had less definite vocational plans than did the younger age groups. Over two-thirds of the inmates were between 20 and 39 years of age. A little less than one-half of the inmates were in the 20- to 30-year old group.

Forty-five per cent of the inmates indicated vocational courses in which they would be interested in enrolling. The interest expressed by these inmates in various vocational courses was varied, but heavy equipment operation, welding, and auto mechanics attracted the most interest. The job desired by the inmate upon release had a higher prestige rating, on the average, than the job he had before imprisonment. Most inmates regarded permanence of a job as more important than high pay. All inmates expressed a preference for interesting work, with high income being of less importance. Of great importance was the ability to look forward to a stable and secure future.

The results of the survey indicated that more help should be given to inmates in making their educational and occupational plans. Approximately one-half of the offenders requested such assistance. Since the experience and interest of the inmates appear to lie in the skill areas, these areas should receive some consideration in plans for an educational program.

Brewer, E. D. C. "A Vocational Rehabilitation Study of Prisoners, Probationers, and Parolees," Research Report, Emory University, 1964.

In a study of the Atlanta Federal Penitentiary and other prisons in that area, 66% of the inmates expressed the desire for more job training and 61% desired the assistance of vocational rehabilitation upon release; however, in contrast, only 27% of the inmates were judged eligible and 43% were recommended by case workers and probation officers. For all cases, those desiring more occupational training and vocational rehabilitation assistance were disfavored in eligibility.

Deerinwater, Edward R., "Oklahoma State Prison System" American Journal of Correction, XXVII (March-April, 1965).

This is an article relating to the Oklahoma State Prison System, the development of the vocational rehabilitation research project, the vocational training school at Stringtown and a brief description of the courses offered.

It was pointed out that traditional methods of rehabilitation are only partially effective in the treatment of our inmate population. On October 1963, through the assistance of the Division of Rehabilitation and prison personnel, the Federal Government approved a special grant to develop a research and demonstration project which is a pilot program working toward a permanent and workable system of penal rehabilitation in the Oklahoma prison system. The project was actually initiated in March of 1964.

Drawbaugh, Charles C. "Vocational Education in Agriculture for Correctional Institutions," a paper presented at the National Institute on Correctional Training, June 1968, Rutgers State University.

Drojarski, M., New York Vocational Institutional-School Program, West Coxackie, New York, Mimeo SO-107, April 1965.

Endwright, D. K. "A Plan for Expansion and Development of Education Departments of Florida Division of Corrections," revised 1967. Florida State Division of Corrections, Tallahassee, Florida. ED 017 805 AC 001 919

The suggested approach to providing adequate academic and vocational training programs for prison inmates emphasizes accreditation of vocational, technical, and adult education centers as the ultimate goal. The purpose, objectives, needs, and present educational programs of seven Florida institutions are outlined in detail. College and Dale Carnegie courses, academic and vocational provisions, and library services are included in present programs. Recommendations on staff, courses, and library services are suggested to meet accreditation requirements. The plan for expansion and development of the education programs is organized into four timed phases to be completed in three years, and is diagrammed in a chart showing affiliated research and agencies. The phases include such activities as (1) surveying existing programs, (2) developing recommended accredited school programs, (3) carrying out pilot projects to evaluate these programs, and (4) putting all acceptable pilot projects, recommendations, and suggestions into operation. Tables of staff positions, and projected academic and vocational training needs, enrollment, and funds are included.

"G. E. Opens a Prison Door With Computer Training: In One of the First Examples of Industry Sponsorship of Federal Prisoner Training," Business Week, November 20, 1965, p. 96+.

General Electric Company is teaching programming skills to 22 inmates of Atlanta (Ga.) Penitentiary.

Glenn, John W., Status and Effectiveness of General and Vocational Education Programs in Correctional Institutions of Missouri," Unpublished Doctoral Dissertation, University of Missouri, Columbia, 1966.

Howard, James F., "Treatment Facilities Existing in United States Penal Institutions," American Journal of Correction, XXV (March-April, 1963).

The purpose of this study was to determine the extent of treatment programs in federal and state correctional institutions in the United States. A questionnaire was sent to 174 penal institutions and responses were received from 133. From the information gathered, it was obvious that many of the programs recommended by the American Correctional Association were not in existence or were not being carried out to the extent desired. Thus the treatment programs should merit further and deeper research to gain more specific information to be used in the improvement of penal practices. This study merely surveyed superficially by questionnaire method the general over-all practice in the areas considered in American corrections to be "treatment programs."

The results showed that the 133 institutions had 378 vocational instructors employed full time and 310 academic instructors employed full time out of a total of 1961 full-time employees. This study was reported in the above journal as a five-page article.

Howard, Wellington C. "The Role of Vocational Education in Solving Society's Needs," Journal of Correctional Education, XX (Summer, 1968), 20-23.

Johnson, S. F., "A Teacher's View of Vocational Training Within a Penal Establishment," Prison Service Journal, 7(25):26-30, 1967.

General comments are made concerning those aspects of vocational training in Great Britain which teachers find to be satisfactory and ways in which unsatisfactory factors could be improved.

Langlois, Normand, "Attitudes du delinquant a l'endroit des activities physiques dans l'internat," (The attitudes of the delinquent in regard to physical activities in the correctional institution.) Revues des Services de Bien-Etre a L'enfance et a la Jeunesse, (Quebec) 7(4):106-132, 1967.

Levy, Adrian. "Project Summary: Demonstration of the Effectiveness of a Vocational Rehabilitation Program in a State Prison System." University of the State of New York, Albany. Began October, 1967. Continuing.

A four-year demonstration project including the departments of corrections, parole, and education will attempt to demonstrate the effectiveness of vocational and social rehabilitation services.

Beginning October, 1967, services will be provided in a collaborative institutional program at Attica Prison serving physically disabled male inmates from throughout New York State. The goal is to prepare inmates for a productive work role within the prison as well as in the community. A comprehensive range of medical and psycho-social-vocational diagnostic services include: physical restoration; workshop evaluation using institutional work samples; rehabilitation counseling; individual and group psychotherapy; personal adjustment training; remedial education; job and skill training in the rehabilitation workshop; in-prison industries and maintenance; and in the prison school vocational courses; selective job placement within the prison; and preparation of parole candidates for employment in their destination communities. Innovating individual and group treatment approaches will include those suggested by recent correctional research, including application of behavior therapy, programmed instruction, and project-oriented efforts to lower barriers between inmates, and institution, and the community through the cooperation of labor and industry. The effectiveness of the project will be evaluated by a comparison of the vocational and social adjustment of parolees, and of long termers remaining in the prison who received project services with that of pre-project and concurrent comparison groups who were exposed only to customary correctional services.

Lieberman, Lewis R. and Chambers, Jay L., "Differences Between Prisoners and Trade School Students on the Picture Identification Test," Perceptual and Motor Skills, 1963. 17(2) pp. 355-361.

MacSpeiden, T. R. "The Influence of Scholastic and Vocational Training Programs on the Rate of Parole Violation," Ph.D. Dissertation, Purdue University, 1966. XXVII, 4128-B.

Massimiano, S. A. and Verdile, V. P. "New Jersey Vocational School Conducts Program for Prison Inmates." American Vocational Journal, 42:51, November 1967.

Means, Ernest E. "Prison Industries and Rehabilitation Programs," (Studies in Government, No. 25), paper, Graduate School, Institute of Governmental Research, Florida State University, Tallahassee, Florida. 1959. 78pp., mimeographed, tables.

Menuchin, S., Chamberlain, P., and Graubard, P. "A Project to Teach Learning Skills to Disturbed, Delinquent Children," American Journal of Orthopsychiatry, 37(3): 558-67, 1967.

Miller, Derek H. The Approved School System: A Critique. The residential treatment of disturbed and delinquent boys. Cambridge, Institute of Criminology, 1968. pp. 72-76.

National Seminar Report, "Vocational Education in Correctional Institutions," Rutgers State University, New Brunswick, New Jersey, 1968, 222 pp.

The National Seminar for Vocational Education in Correctional Institutions was conducted at Rutgers - The State University, June 16-28, 1968, under a project grant from the U. S. Office of Education. The purpose of the seminar was to provide selected participants with a broader vision of the importance of vocational education in the rehabilitation of inmates in prison.

This publication was the initial report of the first national effort at getting to some of the solutions to the problems facing this specialized field of education. It contains the papers presented by a staff selected on the basis of varying backgrounds of education and experience.

There are 26 presentations in this 222-page publication, varying from topics on the Role of Vocational Education in Our Society, Implications for Teacher Education, Team Teaching, Programmed Instruction, Recruiting Teachers,to topics on specific fields such as distributive education, vocational agriculture, technical education and cooperative programs.

Those interested in obtaining information on this publication should contact Dr. Ralph Rush, Temple University.

New Jersey Institute, Ralph Bregman, Supervisor, D. E., Comprehensive High School Branch, "Vocational Education in Correctional Institutions--Implications in Distributive Teacher Education," A paper presented at the National Seminar for Vocational Education in Correctional Institutions, Rutgers University, New Brunswick, New Jersey, June 1968.

Oklahoma State Penitentiary, Rehabilitation, McAlester, Oklahoma, 1966.

An Oklahoma Survey disclosed that 54.3 per cent of the male inmates received have no occupation or list an occupation as common laborer. Perhaps it may be misleading because the Vocational Training School at Stringtown, Oklahoma, was fairly new, but they have had only 12.5 per cent recidivists. This showed the advantages of this training are becoming apparent. When an inmate applied for training, he signed an agreement that he would make no application for clemency until he had completed the course,which required eighteen weeks to complete.

This publication gives a description of their programs at Stringtown, Oklahoma, and may be obtained from the Oklahoma State Penitentiary at McAlester, Oklahoma.

Patrick, Ernest W., "Significant Factors Associated with the Success of Vocational Trainees and Parolees at the Federal Reformatory, El Reno, Oklahoma," Unpublished Doctoral Dissertation, 1958, Oklahoma State University.

This study concerns factors involved in the success or failure of vocational trainees and parolees in a correctional institution. The study included 161 vocational trainees who were released on parole from the Federal Reformatory, El Reno, Oklahoma. There was a slight tendency for vocational training successes to be parole successes and vocational training failures to become parole failures, but the difference was not significant. Most of the vocational training successes and parole successes were men who were released to their home community.

Phillips, Charles W. "Doing More Than Time," Employment Service Review, 4(8/9): 28-31, 35, 1967.

Pointer, Wesley D., "Education and Training Versus Maintenance and Other Prison Work Programs," A paper from Draper Conference on Manpower Training in Correctional Programs, Washington, D. C., National Committee on Children and Youth, 1967. 17 pp. Free.

Riles, Wilson C. "The Children of Poverty: Education's Challenge," California Youth Authority Quarterly, 21 (2):23-29, 1968.

Roberts, Albert R. "Recent Innovations in Vocational Education," Journal of Correctional Education, XXI (Spring, 1969), 9.

Rose, Jack Anthony. "A Study of Recreation Progress Offered by Selected Juvenile Detention Homes in the United States, 1954." 112 lvs., tables, chart, forms. Includes bibliography. MS thesis in physical education, University of Washington, 1954.

Schmidhofer, Ernest. "Cerebral training for delinquents," Corrective Psychiatry and Journal of Social Therapy, 13(4): 198-203, 1967.

School Shop, "Training Needs of Correctional-Detention Field," School Shop, December, 1966.

State of New York, Vocational Opportunities Available at the New York State Vocational Institution, West Coxackie, New York, VS-18.

Switzer, Mary E. "Vocational Rehabilitation and Corrections: A Promising Partnership," Federal Probation, XXXI (September, 1967), 12-17.

Torrence, John T., comp. Vocational Training Offered by State and Federal Correctional Institutions. Directory. United States Penitentiary, Leavenworth, Kans. 1966. ED 027 376 VT 005 830

This directory is intended for general information and guidance for educators in penal institutions. In compiling the directory, questionnaires were sent to 364 state and 28 federal penal institutions in the United States. Responses were received from 257 state institutions comprising all 50 states and from all 28 federal institutions. It has been assumed that 107 state institutions which did not respond have no vocational training programs. These 107 institutions are for the most part small camps, farms, or centers with less than 100 population. The institutions that reported and are listed account for over 225,000 of the 230,000 inmate population in the United States. It is therefore felt that the institutions listed represent nearly all those offering vocational training. The directory is presented in three sections: Part One, Listing of Institutions Comprising Directory, Part Two, Institutions Offering Training by Vocational Area, and Part Three, Vocational Training Offered by Individual Institutions. A study of the relationship between these programs and the unfilled job openings in the major occupations of the United States is available as ED 025 598.

"Training Cuts Recidivism," Training in Business and Industry, February 1968.

U. S. Department of Labor, "Manpower Development and Training in Correctional Programs," MDTA Experimental and Demonstration Findings No. 3, Office of Manpower Policy, Evaluation, and Research, Washington, D. C., July 1968, p. 199.

As part of a program of dissemination and utilization of the results of experimental and demonstration work in the area of manpower training of prison inmates, the Manpower Administration of the Department of Labor funded a series of four regional conferences. These were carried out by the Rehabilitation Research Foundation, Inc., of Elmore, Alabama, one of the prime contractors for a prisoner-training project. The Rehabilitation Research Foundation, Inc., managed a southeastern regional conference in Montgomery, Alabama. It was joined by various co-sponsors for the other conferences, as follows: The University of Houston at Houston, Texas, in the southwest; the Louis Wakoff Research Center in Staten Island, New York, in the northeast; and the Department of Criminology of the University of California at Berkeley, California, for the western states. The first conference took place in May 1967, and the final one was held in February 1968.

The full report of the first conference plus significant sections of the three later conferences are reprinted in this publication. Most of the papers were produced for the first conference and then used as discussion bases for those that followed.

Wilkinson, Fred T. Guide for Inmate Education, rev. ed. Missouri State Dept. of Corrections, Jefferson City, Missouri, 1965.
ED 017 840 AC 002 072

An educational program in an institution concerned with the rehabilitation of an inmate must be socially and vocationally oriented, with vocational emphasis on the total educational process. Since the majority of inmates are functionally illiterate, and since 90 per cent will eventually return to society, courses in general education are interwoven with vocational training, with classroom emphasis placed on such social attitudes as respect for authority, the art of self-control, the development of good health and work habits, earning a living and living within one's earnings, moral and spiritual values, proper use of leisure time, and providing and managing a home. The education program outlined in this handbook is divided into four levels--primary, intermediate, junior high, and high school, with the scope, procedure, concepts to be emphasized, and units to be studied given for each level of each academic course. The inmate's day can be divided between general education and vocational training according to his needs. Vocational training programs are grouped by type (cooperative occupational education, vocational shop trade, on-the-job training, vocational general shop, and joint agencies vocational training) with requirements and standards for inmates and instructors,physical facilities needed, record keeping, certification of trainee, and general educational requirements listed for each.

Higher Education

Adams, Stuart. "College Level Instruction in U. S. Prisons: An Exploratory Survey." Berkeley, University of California, School of Criminology, 1968. 46 pp.

__________. "The San Quentin Prison College Project." Final report, phase 1. University of California, Berkeley, 1968. 79 pp.

Cassidy, Thomas E. "College in Prison," American Benedictine Review 14 (231), 1963.

Curtin, John C. "A Captive Audience: Some Suggestions for the Prison College." Berkeley, School of Criminology, University of California, 1967. (Unpublished)

Fabian, Felix M. "The Role of Colleges and Universities in Supporting the Professionalization of Correctional Education," Journal of Correctional Education, 17 (1):15-16, 1965.

Hogan, Frank. "College Classes at CSP!" The Interpreter, Vol. 3, No. 1, January-February 1968, Canon City, Colorado, Colorado State Penitentiary.

Maesen, William A. "Teaching Introductory Sociology Within a Reformatory: Some Notes," Journal of Correctional Education, XXI (Fall, 1969), 10.

MacCormick, "The Education of Adult Prisoners, A Survey and a Program," New York: The National Society of Penal Information, 1931. 456 pp.

Morris, Delyte. "The University's Role in Prison Education," Nebraska Law Review, 45(3):542-571, 1966.

Morris, Roger. "State Programs in College Education for Inmates of Correctional Institutions," American Journal of Correction, 30(2):20-30,36, 1968.

This article summarizes a national survey of higher education in U. S. prisons and briefly describes college programs of 11 states having programs and the plans of 13 other states.

Roberts, Albert R. "Current Trends in College-Level Instruction for Inmates of Correctional Institutions," Journal of Correctional Education, XXI (Fall, 1969), 34-37.

Southern Illinois University. Center for the Study of Crime, Delinquency, and Corrections. Current status report, admissions to Southern Illinois University from Illinois State Penitentiary, Menard, 1960-67. 10 pp. Mimeographed.

Instructional Technology

Allen, Dana W. An Experiment in Education with the Laubach Literacy Course of Study on Film at the Ohio State Reformatory. Syracuse, N. Y.: New Readers Press, 1961. 89 pp.

Barton, Virginia L. "Bibliotherapy at Green Hill School," Journal of Correctional Education, 19(4):23-25, 1967.

Bates, Gerald K. "Prison T. V. for Education," American Journal of Correction, XXIX (January-February, 1967), 20-22.

Belcastro, Frank. "The Use of Programmed Instruction in Canadian Correctional Institutions," Canadian Journal of Corrections, XI (October, 1969), pp. 233-239.

Bland, David Horton. "A Study of the Achievement Levels in Reading and Computation of Incarcerated Adult Males in the North Carolina Prison System," Masters Thesis, North Carolina State University, Raleigh, North Carolina, 1968. 72 pp.
ED 019 613 AC 002 464

This study investigated the levels of achievement in both reading and computation as they were associated with selected independent variables--age, offense, and grade completion in school. Inmates were selected from all classes of age, type of custody, and type of offense. Group I included 597 subjects who had not reached fourth grade. Group II included 1,219 subjects who reached fourth but not eighth grade. Data were collected by means of a 40-item questionnaire and a series of achievement tests. No significant relationship was shown between level of achievement in reading and offense for either group. Misdemeanants did not have consistently lower levels of achievement in reading than did felons. For Group II there was a high degree of significance between age and achievement in reading. Achievement in reading increased with age. In both felon and misdemeanant classifications data failed to support the assumption that numerical ability was higher than verbal ability. Significant relationship between grade completion and level of achievement in reading and computation was shown. (Appendices include questionnaire, project instructions, and a bibliography.)

Butts, W. Marlin. "An Educational Program in a Short-Term Correctional Institution," Federal Probation (December, 1957), pp. 39-43.

Campbell, Billy Randolph. "A Comparison of the Effectiveness of the Graded and Nongraded Curriculum Plans on Adult Males at Florida State Prison Having Academic Abilities Corresponding to Elementary Grades 1-8." Master's Thesis, Florida State University, Tallahassee, Florida, 1961. 86 pp.

Graded and nongraded curriculums are reviewed and compared at the Florida State Prison. Data were obtained from a literature review, intelligence and achievement tests, pupil interest inventories, student records, observations, conferences, and case studies. It was found that the graded curriculum had weaknesses in the language arts subjects, and six case studies show that it is possible to progress at a better than average rate in the nongraded system. Teachers had less continuous planning under the graded programs than under the nongraded. The monthly report of attendance showed that fewer pupils dropped out after the change to the nongraded program. The better organization of time in the nongraded groups provided time for televised science lessons, the introduction of social studies, and the revision of the language arts programs. The nongraded approach also made it possible to identify students who were ready for high school work. It was concluded that the nongraded program provided the most learning in the shortest possible time for inmate students.

"Case of Civilized Penology; G. E.'s Computer Programing Course." Nation, January 31, 1966.

Cohen, B. J. and Vener, A. M. "Self-Concept Modification and Total Correctional Institutions," Journal of Correctional Education, XX (Spring, 1968), 8-24.

Craig, Wayne O., and Gordon, George K. "Programmed Instruction, Teaching Machines, and Adult Education," Journal of Correctional Education, 19(4):16-22, 1967.

Curtis, Naomi. "Project Follow-up Summary (Final): The Study of Environmental Perceptions of a Group of Offenders in Rehabilitation Treatment." Northern California Service League; Office of Vocational Rehabilitation, H. E. W. Began July 1966; completed March 31, 1967.

The basic premise of this study is that human behavior is affected by the way the individual perceives his environment. The project involves the content analysis of a series of transcribed, semistructured verbatim interviews with a group of offenders who were given rehabilitation-oriented treatment without institutionalization in an earlier project: (See p. 375). Tests showed that there was a high degree of reliability in the method of coding the semi-structured interviews. The statistical analysis of the differences between the success and failure groups in the first interview did not prove fruitful due in part to the small sample and the use of non-parametric techniques. Tests for overall trends in the patterns of change were markedly limited by the small number involved. Promising of future study are variables with regard to areas of neutral affect; the E response, and the person object/thing object ratio. Future research might proceed by sorting subjects in the larger sample of 300 into groups differentiated by their attitudinal and need patterns manifested at the time of the first interview. The expected and desirable aspects of change could be predicted at that time and then re-tested at the end of the project.

Dickman, Joseph E. "Programmed Learning--What It Is and What It Does," Journal of Correctional Education, XIX (July, 1967), 8-9.

Fisher, E. and Mopsik, S. "A Diagnostic Team Approach to Learning for Correctional Educators," Journal of Correctional Education, XX (Fall, 1968), 13-16.

Florida Division of Corrections. Research and Statistics Section; Means, Ernest E. "Prison Industries and Rehabilitation Programs" (Research Monograph No. 1, Studies in Government No. 25). Institute of Governmental Research, Florida State University, Tallahassee, Florida, 1959. 99 pp.

Because imprisonment is custodial and punitive, it works to obstruct rehabilitation. In the context of the typical penal system, the establishment of a viable program of prison industries can make a substantial contribution to rehabilitation. Such a program would greatly reduce idleness among the inmates; would lower the high rate of recidivism attributed to inability to gain employment because of a lack of skills and training; would provide the ex-inmate with financial means to live during the period from his release until he is employed; and would help to pay the high costs involved in the maintenance of prisons. The major obstacle to development of prison industries as part of a comprehensive rehabilitation program is the fact that the public and the trade groups do not recognize the need for it and the benefits which it could offer.

Hahn, Clifford P. Self-Instructional Procedures for Correctional Institutions. Washington, D. C.: U. S. Department of Health, Education and Welfare, 1962. 1 p.

Harrington, L. W. "Case of the Squeezed Pencils; Night Classes at Poplar Hill Correctional Camp, Maryland," National Education Association Journal 53:24, October 1964.

Indiana Department of Correction. Division of Classification and Training; George K. Gordon et al. Progress Report, Literacy Training Program, Rockville Youth Camp. Indianapolis, 1964.

Kunzelman, Harold P. "A Strategy for Experimental Teaching in an Institutional Setting," Journal of Correctional Education, 19(4): 6-9, 27-29, 1967.

McKee, John M. "Dramatic Applications of Educational Technology in Corrections," paper presented at Annual Conference on Correctional Education (16th, Carbondale, Ill., June 5-7, 1967. 7 p. ED 025 154 EM 006 887

Public offenders have special educational needs due to past histories of school failure, dropout, poverty, lack of home support, and an acquired aversion to formal education. Prison education programs, however, tend to follow traditional patterns of instruction. Educational or instructional technology deals with the problems of individualizing education on a mass basis, compensating for individual differences, and introduces the concept of self-management. Formerly referring to hardware, like projectors and teaching machines, educational technology now includes the systematic application of behavior principles to the learning process. Two major experimental projects, in academic education and in vocational training, are being conducted at the Draper Correctional Center. The first experiment uses "contingency management" techniques, employing individualized reinforcing events, to try to maintain a high level of learner productivity. A second experiment is designed to test if contingency management techniques can be used to prepare inmates for the General Educational Development Test for High School Equivalency. The purpose of a third experiment is to develop a training package to modify spoken English that can be used with other disadvantaged populations. Educational technology brings a systems approach to learning with the end process learning, not teaching.

McKee, John M. "Experimental Project to Increase the Educational Achievement of Institutionalized Offenders Through Programmed Instruction," Rehabilitation Research Foundation, P. O. Box 1107, Elmore, Alabama, February 1967.

Dr. McKee, a psychologist, is director of the rehabilitation project at Draper Institution, Elmore, Alabama. He believed that young men whose lives had been marked by failure would be highly motivated by a self-instruction program that let each student set his own pace, eliminated direct competition among students, provided immediate knowledge of results and allowed most students to achieve success a high percentage of the time. The following report will give additional information on the Draper project and how to obtain material relating to the programmed instruction at Draper.

The first project, funded by the National Institute of Mental Health, concerned itself initially with demonstrating that the academic achievement level of youthful prison inmates could be significantly raised by using programmed instruction as the teaching media. Later phases of the project were directed toward improving methods of using programmed instruction, with major emphasis being focused on methods of motivation.

The second was a manpower training project funded by the U. S. Departments of Health, Education and Welfare and of Labor under provisions of the Manpower Development and Training Act of 1962. It had as its objective the development of a total training program for youthful prison inmates. As an experimental and demonstration project, its commitment was to develop and try out a combination of services and training which would prepare its subjects for employment and equip them with personal-social and educational skills which could help them to remain free and employed upon parole or completion of their sentences. Programmed instruction was part of the learning system used in all of this project's training phases--basic and/or remedial education, vocational training, and personal-social development.

McKee, John and Seay, Donna M. "How To With P. I.; A Systematic Approach to the Use of Programmed Instruction. Volume III, the Draper Project. Final Report." Rehabilitation Research Foundation, Elmore, Ala. Draper Correction Center. 1968. 91 pp.
ED 029 495 EM 007 116

Draper Correctional Center successfully employed programed instruction in a dual project with 1800 youthful prisoners. Diagnostic testing and careful analysis of test results were used to discover individual needs, for which relevant sections of a program were then prescribed. The role of the teacher in this situation was that of learning-manager. It was his job to test, score, interpret, and course-prescribe. He had to listen, observe, answer questions, and constantly evaluate the programs. Since more than usual counseling was needed, the learning-manager served in this role in association with a psychological consultant. Problems included scarcity of programs for basic and remedial education, score interpretation, instructor selection, student boredom, cheating, and underestimation of number of instructors required. It was concluded that higher students' goals and motivation are achieved when instruction is geared to their preferences, in a pleasant atmosphere with respect for their dignity. It is believed that a similar undertaking will work in any educational setting. Two case summaries are presented in detail with scores, diagnoses, prescriptions, personal backgrounds, comments, and recommendations.

McKee, John M. and Donna M. Seay, Use of Programmed Instruction in Vocational Education, Draper Correctional Center, Elmore, Ala. May 1965.

Magleby, Frank L. "Project Summary (Final): Audio-Visual Aids for In-Service Training in State and Federal Prisons." University of Utah; Office of Law Enforcement Assistance, U. S. Department of Justice. Began August 1966. Completed August 1968.

Two film strips, "Corrections in America," and "Understanding and Helping the Prison Inmate," were completed as visual aids to assist in-service training instructors in prisons and individuals who give community lectures to teach general principles of criminology in the following areas: (a) the extent of crime in America; (b) some of the characteristics of criminals; (c) methods of assisting law violators to make more satisfactory adjustments; and (d) problems and methods of prevention. A secondary purpose is to provide aids which may be used by correctional personnel in assisting prison inmates to take part in small group discussions in order to improve self-understanding and ability to make more satisfactory adjustments. The final report, audio-vidual aids for in-service training in state and federal prisons, submitted August 1968 to the Office of Law Enforcement Assistance, discusses both films and narrated slides; how they may be used in specific presentations in prison, in a community, or in college; and the cost and directions for distribution of the programs. Also involved in this project are: Robert V. Bullough, Rex L. Campbell, Dean H. Hepworth, Garth D. Mecham, E. Gene Shumway, Rex A. Skidmore, Arthur L. Beeley, Robert E. Ashpole, W. Keith Wilson, William Milliken, and Samuel Smith.

Masser, E. V. and Arnette, J. L. "Use of the Satz-Mogel WAIS Short Form With Prison Inmates," Journal of Correctional Education, XX (Spring, 1968), 7.

Meredith, G. M. "Why Draper Switched to P. I.; Rehabilitation Research Foundation," Draper Correctional Center, Elmore, Ala. American Vocational Journal 44:53-6, February 1969.

This four-page article discusses PI (Programmed Instruction) in clear, concise terms. It presents the rationale behind the choice of PI by Draper. Research at Draper is largely concerned with teaching basic skills to adults. More and more correctional institutions are using Programmed Instruction in a learning laboratory situation. This article is helpful in presenting the details of this method of instruction.

Morrison, J. W. "The Effectiveness and Benefit of Correctional Education: An Evaluation of the Draper Correctional Program." Canadian Journal of Corrections, 10(2):428-431, 1968.

The Draper Correctional Program in Elmore, Alabama is a federally funded attempt, initiated in March 1961, to demonstrate the administrative feasibility of an entirely self-instructional program at the Draper Institution. The program also embodies an effort to make a tentative analysis of the most desirable skills and courses to be taught to inmates, from the standpoint of maximum productivity and minimum cost. The central educational activity is programmed learning and related techniques, which are used in over 350 courses. In a programmed lesson, the subject matter is arranged in relatively small steps, each building upon the preceding one, so that the student can proceed with minimal error. The program requires frequent responses from the student. After each response, he is given prompt confirmation or correction. Each student is free to proceed at his own pace in a self-instructional manner. In such a program, the average student answers correctly 90 per cent of the time. Such success appears to be sufficient to maintain the behavioral disposition for completion of study of the subject matter. The observed advantages of programmed instruction include: (1) inmate gratification due to immediate knowledge of results obtained in self-testing; (2) a minimum use of teachers; (3) the motivating effect of the teaching machines; (4) lack of competition and the absence of embarrassing disclosure of ignorance; and (5) the opportunity to make up lost educational attainment.

Murphy, David R. "Report on the Hartford State Jail Pilot Rehabilitation Project 1965-1966." Connecticut State Dept. of Education, Hartford, Connecticut. 1966. ED 019 589 AC 002 348

The pilot rehabilitation project in the Hartford State Jail between February 1965 and June 1966 was sponsored by the Connecticut State Jail administration and the State Department of Education, financed under the Vocational Education Act of 1963, and advised by the local Office of Economic Opportunity and the Ad Hoc Jail Committee

of the Greater Hartford Community Council. There were four program components--counseling (group and individual), basic education (academic, non-English speaking, and literacy education), vocational education (building a machine shop), and recreation and leisure-time activities (outdoor, indoor, and library facilities). Program evaluation was based on questionnaires completed by inmates and staff. Questionnaires were mailed to 164 former inmates who had participated in counseling and/or jail school programs. The 14 responding were overwhelmingly in favor of the project. An employer questionnaire included with the inmate questionnaire was not used. While the majority of the guards and administrators were in favor of the project, nearly a quarter were not. (The document includes project proposal, inmate, employer, and staff questionnaires, jail rehabilitation proposal, and inmate data form and percentage data.)

Noble, Henry J. "Teaching Machines and Programmed Learning in Correctional Institutions," American Journal of Correction 24: 18-22, November-December 1962.

Pelch, Donald B. "T. V. Education Goes to Prison," Federal Probation, September, 1955.

"Preliminary Findings: Draper Correctional Center Project in Education and Rehabilitation by Self-Instruction," Unpublished manuscript, 1961.

Reynolds, E. Andrew. "Glen Mills Reading Improvement Program," Journal of Correctional Education, XX (Summer, 1968), 11-13.

Robinson, Richard D. "Sources of Reading Materials of Interest to Correctional Teachers," Journal of Correctional Education, XIX (July, 1967), 10-11.

Seay, Donna M. "The Roles of the Teacher for the Effective Use of Programmed Instruction in a Correctional Setting," a paper presented at the annual meeting of the Correctional Education Association, 1966. Draper Correctional Center, Elmore, Alabama. Rehabilitation Research Center. ED 026 850 EM 006 901

Not only must a teacher in a correctional setting be aware that typical inmates have been economically deprived, share social and moral values with the lower class, and are educationally deficient, he must also be aware of his many roles. As a friend, he should counsel, listen, accept the student as a person, and help him solve his problems. As a "doctor," he should diagnose and prescribe for the student's learning difficulties, emphasize individual needs, and stress applications and practice specific knowledge. As a manager, he should supervise, motivate, and reward. He should plan and organize group and individual instruction. He can combine group and individual instruction by using programed lectures, films, and games. In the Draper Project, a PerceptoScope (an all-purpose, visual-aid instrument) was used with particular success in a reading program. All teachers involved with correctional education should receive

in-service training to teach them techniques in counseling and human relations as well as in job analysis and lesson plans. This in-service training is essential to the growth and development of the teacher and of the offenders whom he will teach.
(Paper also available in Journal of Correctional Education, XX (January, 1968), 12,26ff.

Vukcevich, V. Samuel. "Teaching Social Adjustment Concepts to Incarcerated Offenders Utilizing Principles of Group Dynamics," American Correctional Association Proceedings, 1963. pp. 115-124.

Wayne County Intermediate School District. "Strategies for Educational Change (Final Report): Remidy: Curriculum Development for Delinquency Prevention." Detroit, Wayne County Intermediate School District, September 1968. 68 p.

Remidy: is a curriculum development project designed to identify, develop objectives, and test strategies to change educational programs in two Michigan public schools, a suburban junior high school and an inner-city senior high school. Major objectives included the following: to decrease the alienation of youth from school and society; to experiment with new roles for youth in educational decision-making processes; to determine methods for developing curricula for training educators; and to implement learning experiences providing a useful education for delinquent and nondelinquent students. The orientation of this project was unusual in that it focused on the school, an institution as the target of change, not on the students. Emphasis was placed on building institutional commitment to increasing participation of both students and staff in the development of policies in curriculum-making. It was observed in both schools that students need permanent, easily accessible communication channels with faculty and administration, based on staff acceptance of student partnership in the educational process. Student-faculty councils, "action lines" in student newspapers, and student questionnaires are mechanisms which improve communication, feedback, and interaction. Faculty need curriculum development organizations able to contact outsiders, especially consultants in educational organizations, community, business groups, and university faculties. In the junior high school there is a need to develop a variety of alternative techniques for handling misbehavior. Interdepartmental working groups should be established to keep faculty informed of the impact of the total school on the students. (24 references)

Wilcke, Gerd, "A du Pont Program Aids Federal Prisoners," New York Times, (Copyright 1967 by the New York Times Company, Reprinted by permission).

This article is discussing programmed instruction in industrial training at the Federal Reformatory in Petersburg, Virginia. The program was conceived and developed by E. I. du Pont de Nemours & Company, not for prisons but to improve the industrial skills of its own employees. Du Pont has supplied more than 1,200 companies with various of its more than 100 courses. A pilot study was conducted at Petersburg by the United States Bureau of Prisons. Dr. Garland S. Wollard, Director of Education for the Federal Bureau of Prisons, said the experiences gained at the Petersburg Reformatory had been so encouraging that he planned to introduce the du Pont system to the other five Federal reformatories as well as to two Federal penitentiaries. Du Pont data shows that about seventy inmates who finished a total of 177 courses averaged 89 percent to 91 per cent in the final exams. A survey by the reformatory conducted among 40 inmates enrolled in the program showed that 25 were placed on work release programs.

Woychick, Tom. "Delinquent Response to Different Levels of Oral Reading Tasks," Journal of Correctional Education, XXI (Summer, 1969), 21.

The Released Offender, Part A

Effect of Education

Baker, J. E. "Preparing Prisoners for Their Return to the Community," (Program at the U. S. Penitentiary, Lewisburg, Pennsylvania). Federal Probation, XXX (June, 1966), 43-50.

Clark, Jesse E. "The Texas Pre-Release Program." (features of the Department of Corrections program housed at Harlem State Farms, near Houston). American Journal of Correction, XXIX (April, 1967), 26-7+.

Cochran, A. W., "Is Education of Value to the Parolee?" Journal of Correctional Education, XVII (April, 1965).

Cochran, in a tightly controlled study, found a difference in the parole success rates of program participants and non-participants to be significant at the .01 level. He then made comparisons between selected types of courses to ascertain whether or not one or more showed a great differential effect on the parole success rate. The four groups concerned were (1) Literacy classes; (2) Secondary classes; (3) Correspondence classes; (4) Vocational classes. Although relatively high differences were discovered, none were statistically significant.

Cozart, William R. "The Man Who Waits in Between," Federal Probation, June, 1961, pp. 27-30.

Dupreel, J. "Le Traitement Institutionnel des Recidivistes." (Institutional Treatment of Recidivists). Bulletin de L'Administration Penitentiaire (Brussels). 25(5): 227-234, 1968.

The treatment of recidivists need not necessarily be connected with ideas of severity. The essential assumption is that each person detained, even if he is a recidivist, requires the appropriate individual treatment. A sentence with liberty, notably under probation, produces a beneficial effect on the recidivist. Further incarceration, however, will be perfectly ineffective. It must be remembered that a number of recidivists are mentally ill, and the institution to which they are sent must be directed toward a person who is medically abnormal, not as a recidivistic offender. Criminals with anti-social tendencies must be separated from those youthful offenders, alcoholics, and abnormal characters on whom they might have an adverse effect. The most important contingent is the young adult recidivist, ranging in age from 18 to 30. This group should be treated with maximum personnel and material in order to realize a dynamically reeducative climate. Within the bounds of social defense theory, a recidivist should be placed in an open institution or an ordinary center with the possibility of practicing a specialized activity as soon as possible. A heterogeneous system is flexible enough to offer the entire gamut of possibilities for recidivists corresponding to the appropriate treatment.

Feather, B., and Tromanhauser, E. "The Inmate Views Recidivism," Journal of Correctional Education, XX (Fall, 1968), 20.

Glaser, Daniel. The Effectiveness of a Prison and Parole System. New York: Bobbs-Merrill Company, 1964. 278 pp.

Glaser compared parole failure with duration of prison school attendance in three categories: none; under six months; and seven months or more. When contrasted in this manner, the difference was significant at the .05 level. The length of the inmates' school attendance was positively correlated with parole success.

Glenn, John W. "Status and Effectiveness of General and Vocational Education Programs in Correctional Institutions of Missouri," Unpublished Doctoral Dissertation, University of Missouri, Columbia, 1966.

Inmates confined in Missouri Correctional Institutions at the time of this study claimed to have achieved a mean grade level of 8.4, but Stanford Achievement Test Scores revealed a mean of only 6.29. Over three-fourths of this inmate population were less than twenty-five years of age. More than seventy-five per cent of all inmates had sentences of less than five years in length.

Glenn reported that there was a definite need for both general and vocational upgrading of the inmates confined in Missouri correctional institutions. He concluded that inmates who participate in education programs during confinement may be expected to require less public aid for themselves and their dependents. He reported that parolees who had participated in education programs during confinement had a significantly smaller percentage of recidivism, and received a significantly fewer number of weeks of unemployment compensation.

Glueck, Sheldon and Glueck, Eleanor T. After-Conduct of Discharged Offenders. New York: Macmillan, 1946.

Moeller, H. G. "Correction and the Community: New Dimensions," Federal Probation, June 1968, pp. 25-29.

Building or reconstructing ties between the offender and the community by restoring his family ties, obtaining education and employment, and finding a place for him in the routine functioning of society.

Saden, S. J., "Correctional Research at Jackson Prison," Journal of Correctional Education, XV (October, 1962).

A study conducted at the Michigan State Prison in 1962 by S. J. Saden consisted of a comparison of students and non-students in a follow-up of 1000 parolees between 1945 and 1949. In this study 74% of the students had successful paroles as opposed to 64% of the non-students.

Schnur, Alfred C., "The Educational Treatment of Prisoners and Recidivism," American Journal of Sociology, LIV (September, 1945).

One of the foremost criteria used to evaluate the success of correctional institution educational programs has been the effect the educational program has on recidivism rates. One of the early and more thoroughly done studies on this topic was made by Alfred C. Schnur. The results, based on a sample of 1,762 men paroled from a Wisconsin institution in 1936-41,indicated that recidivism rates were considerably lower for men enrolled in educational programs than for those not so enrolled.

Sullivan, Clyde, E., "The Management of Transition From Jail to Community," A paper presented at the Conference on "Education and Training in Correctional Institutions," University of Wisconsin, Madison, Wisconsin, June 1968.

Zink, Theodore Macklot, "A Study of the Effect of Prison Education on Societal Adjustment," Unpublished Doctoral Dissertation, Temple University, 1962.

This investigation was undertaken to determine whether participation in the academic school program at the New Castle Correctional Institution, Wilmington, Delaware, produced any significant effect upon inmate tendencies toward post-release recidivism. In all areas of measurement, consistent differences in post-release criminality existed favoring the school group members. In four of the nine relationships studied (arrests, convictions, sentences for the the three time periods), differences were statistically significant at the .05 level of confidence. These included: comparative arrests, five year follow-up period; number of sentences served for three, four, and five year follow-up periods. As the years passed, differences between the school and non-school groups tended to become greater.

A significantly larger number of school group members was never arrested, convicted, or sentenced during the three trial periods. A significantly greater number of men who attended prison school did succeed in society at the three follow-up periods. The results indicate a definite correlation between prison school attendance and socially acceptable post-release conduct.

The Released Offender, Part B

Employment

Nichols, John D., and Brodsky, Stanley L. "After They Leave: A Locational Follow-up of Former Prisoners," American Journal of Correction 29:27-30, May/June 1967.

Extent to which men trained in prisons work in the fields for which they were trained; based on questionnaires sent to 812 prisoners released from the United States disciplinary barracks. Fort Leavenworth, Kansas, July 1, 1960-December 31, 1963.

Pownall, George A. "Employment Problems of Released Prisoners: Dimensions and Sociological Implications," a paper presented at the conference on "Education and Training in Correctional Institutions," at Madison, Wisconsin, June 1968.

A 1965 research contract was discussed in which the University of Maryland undertook a study to provide more complete information about the post-release employment experiences of former prisoners.

Of 945 cases included in the national sample of released federal prisoners, 892 were in the labor force. Sixty-two and six-tenths per cent of the releasees were employed full-time. Age was significantly related to employment status. The lowest rate of employment was among the 34-44 age group. Nearly two-thirds of the released prisoners who were employed were working on unskilled and low-wage, semi-skilled jobs. Also, unemployment rates varied by the number of previous commitments. Narcotics law violators and those committed for burglary, larceny, and possession of stolen goods and Dyer Act offenses had higher rates of unemployment and less full-time employment. Education was generally positively associated with post-release employment status; the rates of unemployment decreased as the amount of education increased. Those possessing a skill at the time of release were more likely to hold full-time jobs than those who did not have a skill at release time.

Ryan, James J.; Webb, Robert L.; and Mandel, Nathan G. "Offender Employment Resource Survey," Minnesota Department of Corrections, St. Paul, Minnesota, January 1966.

A representative stratified sample of 3,843 Minnesota businesses was surveyed by questionnaire. Nine hundred and eighty-three (26.6%) responses were valid for study. Approximately 40% of the firms were "closed shops" requiring union memberships for employment. Only 10% of the respondents had formal written restrictions against hiring offenders, although 64% who had no formal restrictions expressed reluctance in hiring offenders. Sexual and assaultive offenses ranked highest in offenses which employers indicated were barriers to employment. Almost 57% of the respondents had employed offenders in the past and approximately 24% now had offenders in their employment. Sixty-two per cent of the respondents expressed a willingness to discuss the employment of offenders with the Department of Corrections representatives.

Sard, Thomas R. "A Chance on the Outside," American Education, U. S. Department of Health, Education and Welfare, April, 1966, 4 p.

This report regards the MDTA program operated by the District of Columbia Department of Corrections at the Lorton Youth Center located 20 miles south of the District of Columbia. Director Johnson stated that their objective was to get the man into a job when he leaves, and quite often their first problem was to get him to want to consider working in the first place. Occupational training was their best means of helping these men adapt to the process of getting along in the community.

In a shallow valley is the Lorton Youth Center--for young men sentenced under the Federal Youth Corrections Act, most of them aged from 16 to 22 years of age. The relatively new brick buildings of the center and the general tidiness of the grounds almost give it the appearance of a campus rather than a prison enclosure. All the young men sent there are felons, many convicted of violent crimes.

Few Lorton inmates are students by inclination or experience. Despite this, the Lorton program, combining vocational and academic training with careful counseling, has developed into one of the most exciting experiments in penal history. Of those trained, 89 had been paroled after the first 18 months of operations, and all but two were known to have obtained jobs. Of these, 77 were placed in the field for which they were trained.

Torrence, John Thomas, "Relationship Between Training Programs Being Offered in State and Federal Penal Institutions and the Unfilled Openings in the Major Occupations in the United States," Master's Thesis, School of Technology, Kansas State College of Pittsburg, 1966.

Questionnaires were sent to 364 state and twenty-eight federal penal institutions. Responses were received from 257 state institutions and from all of the federal institutions. To determine the need or the type of training being offered in penal institutions, major unfilled job openings were obtained for the United States. The data revealed that there were 36 occupations for which training could be feasibly offered in correctional institutions, whereas the institutions were offering training in 99 training programs. Further investigation revealed that, of the 99 training areas available to inmates, only 20 were related to unfilled job openings on the national level. Conclusions drawn from the study indicated that training programs in penal institutions were organized to meet the needs for service and maintenance of the institution rather than the post-release opportunities of the inmate. In closing, he stated that only a limited amount of research has been done in the area of penal training programs.

Witt, Leonard R. "Project Follow-up Summary (Final): Developing Educational-Vocational Experiences for Long Term Occupational Adjustment of Parolees, Project Develop." U. S. Dept. of Labor; N. Y. State Div. of Parole. Began June 15, 1966. Completed March 31, 1968.

Project Develop is a comprehensive approach to the problems of vocational appraisal, motivating, counseling, educating, skill training, and selective job placement of undereducated and undertrained young male offenders, 17 to 23 years of age. The project was conducted in the New York City area with offenders under parole supervision drawn directly from various state reformatories. The experimental group consisted of 115 individuals enrolled in the project during the first eight months of operation. A comparison group of 115 parolees was matched with respect to race, alcohol or drug use, month of release on parole, age, prior arrests, offense, and duration of parole. The important innovations and techniques incorporated in the project include the establishment of a parole employment evaluation center; the use of special project workers to provide more intensive and continuing vocational counseling and selective job placement services to parolees; coordinated action among the various participating state agencies making for more effective parolee utilization of community training facilities; provision for fidelity bonding of certain parolees,thereby improving their employability. The project included new incentive for offender achievement and introduced the idea of judicious use of authority to help sustain offender motivation for education and vocational accomplishment. More specifically, there was provision for rewarding inmate achievement during confinement with early release to parole supervision and project enrollment. The Project Develop sample showed a delinquency rate of 15 per cent as compared to 23 per cent for the comparison group; the recidivism rate for project parolees was six per cent against 12 per cent for the comparison group. Study of individual cases suggested that even among many delinquent or recidivistic parolees, the Develop experience made for personal changes and improvements in employability. Two publications resulting from the project are: Leonard R. Witt. Final Report and Summary of Final Report to the U. S. Department of Labor, Manpower Administration and State of New York, Executive Department Division of Parole and Project Develop.

The Youthful Offender

Beto, George J. "Texas Establishes Younger Offender Unit," American Journal of Correction, XXV (July-August 1963).

This article described the training offered to the young offenders. Dr. Beto is director of the Texas Department of Corrections. The inmates who are enrolled in vocational training study prepared courses in both classroom instruction and on-the-job-shop training. Upon completion they are assigned permanently to a job employing the skill they have learned. Vocational training is offered in auto mechanics, auto body, oxacetylene welding, arc welding, radio and TV, air conditioning and refrigeration, upholstering, barbering, commercial cooking and baking, laundry operation, and hospital attendants.

Bureau of Prisons, Re-Educating Confined Delinquents (John J. Galvin, Editor), Washington, Bureau of Prisons, U. S. Department of Justice, 1965.

Cohen, Harold C., et al. "Case I: An Initial Study of Contingencies Applicable to Special Education," 1967. 111 pp. Available from Institute for Behavioral Research, Inc. 2426 Linden Lane, Silver Spring, Maryland 20910 ED 030 836 AC 004 962

The first CASE (Contingencies Applicable to Special Education) project, conducted from February to October 1965 with student inmates at the National Training School for Boys (NTSB), used environmental planning concepts and behavioral learning principles to restructure a basic education curriculum in terms of individual performance requirements, and reinforced academic achievement with negotiable "points" contingent on scores of at least 90% in programmed instruction in class activities. These points could be used for special classroom activities, lounge and library privileges, store purchases, and rental of private study offices. Social acceptance and status also became strong incentives. CASE project staff members were trained in two courses (Environmental Design and Behavioral Analysis and its extension) on NTSB premises. Increases in student educational behavior and achievement (as measured by the Stanford Achievement Tests and other objective tests) and changes in attitudinal behavior with direct modeling after the staff (as measured subjectively) encouraged the staff to expand the project.

Cohen, Harold C., Filipezak, James A., and Bis, John S., "Case Project: Contingencies Applicable to Special Education." Mimeographed report on research performed under Grant 65017, Demonstration; Office of Juvenile Delinquency and Youth Development, Welfare Administration; U. S. Department of Health, Education and Welfare, August 18, 1965.

Damgaard, John Andreasen. "A rationale for a curriculum for young delinquents. Ann Arbor, University Microfilms, 1957. Publication no. 17,567 Microfilm AC-1 no. 17,567 Mic57-1618

Elias, Albert. "Innovations in Correctional Programs for Juvenile Delinquents," Federal Probation 32(4):38-45, 1968.

If institutionalized children are to compete successfully in society, they should have the opportunity to participate in correctional programs that prepare them to do so. Recent innovative programs in corrections have focused on the notion that offenders must participate as agents of change--not as recipients of change. Continuing efforts should be made to create innovative programs and techniques in training schools even though they are difficult to initiate.

Ferdinand, Theodore N. "Some Inherent Limitations in Rehabilitating Juvenile Delinquents in Training Schools," Federal Probation 31(4): 30-36, 1967.

Gibbons, Don C., Changing the Lawbreaker: The Treatment of Delinquents and Criminals. Englewood Cliffs, New Jersey: Prentice-Hall, 1965.

Grant, Joan. The Arts, Use and Social Change. Office of Juvenile Delinquency and Youth Development, 1968. Washington, D. C. 301 pp.

Guidance and Social Education for Delinquent Youth. Board of Juvenile Correction, Raleigh, North Carolina. ES 002 004

Guidance services will be established in seven juvenile correction schools. Emphasis will be placed upon aiding juvenile delinquents with their vocational, education, personal, and social planning and assisting them to make a positive transition from the training school into the community. Each school will engage a guidance counselor and a social education teacher. Social education classes will be established to guide the students in gaining self-understanding in discussing social behaviors and in modifying hostile attitudes toward school and authority. Guidance counselors will work with students on a one-to-one basis and will help each student develop vocational plans consistent with his abilities, interests, and aptitudes. Opportunities will be provided for delinquent youths to visit industries and businesses. Resource persons from various industries will make visits to the schools. Former students of correctional schools will also be invited to visit the schools and talk with students. Approximately 1,815 students, grades 1-12, will be served. For further information, contact Alvis M. Whitted, Jr., 215 Hillsboro St., P. O. Drawer 2687, Raleigh, North Carolina 27602.

Gwartney, Roger L., "Literacy Training at El Reno Reformatory," Journal of Correctional Education, XVII (1964), 23-25.

Heggen, James R. "A Study of the Factors That May Influence the Implementation of a Vocational Education Curriculum at the Utah State Industrial School." Utah Research Coord. Unit for Vocational Educ., 1967. ED 016 786 VT 002 187

Of the approximately 375 to 400 youths confined at the Utah State Industrial School, 169 students, about two-thirds males and one-third females, with an age range from 15.5 to 18.5 years, were studied in order to develop guidelines for selecting vocational training areas to be offered in the school. Relevant literature was reviewed, student factors affecting education programs derived from results of standardized tests and previous studies of the school population were analyzed, vocational offerings in 13 comparable institutions were surveyed, and employment opportunities and an analysis of occupations were compiled from the Utah Department of Employment Security and the "Occupational Outlook Handbook." The students were academically retarded by 3.7 grade levels and were below the national norms in intelligence, verbal, and numerical aptitudes. The occupational patterns for which the majority qualified were in the low-skilled or service trades. They had low levels of career interest, high levels of drives toward self-indulgence and assertiveness, and were generally withdrawn, hostile, and rigid. Employment opportunities were available if the students were appropriately trained. The conclusions were (1) there is a need for vocational programs for institutionalized youth, (2) aptitudes, achievement levels, motivation, and personality factors of the students will affect the choice of vocational programs implemented, and (3) a general vocational curriculum would be the most practical type of program for these students. The Utah State Industrial School Curriculum is included.

Luger, Milton. "The Edward R. Cass Youth Rehabilitation Camp," American Journal of Correction, XXIV (1962).

This article discusses a new approach to correction and rehabilitation for youth--a key to self-understanding--a key to the outside. There were three main KEYS to their program. KEY No. 1 was camp work program; KEY No. 2 was vocational education training; and KEY No. 3 was counseling.

McKee, John M., "The Draper Experiment--Programmed Instruction in a Prison for Youth," (Abstract in Training Development Journal, XX (December, 1966), 54.

Mansfield, Bill. "In Fayette County (Ky.) Delinquents go to School," County Officer 25:144+, May 1960.

This article discusses a citizenship school run by volunteer citizens.

Maryland State Planning Commission, Institutional Needs for Delinquent Children and Youthful Offenders of the State of Maryland, Baltimore, Maryland, 1958.

Morrell, D. H. "The Educational Role of the Approved Schools." The Residential Treatment of Disturbed and Delinquent Boys. Cambridge, Institute of Criminology, 1968. p. 43-50.

The present pattern of approved school training does little to restore to normal the damaged capacity for personal growth of the children in the schools. Since achievement of this goal is possible only through direct personal communication, these schools should operate on the principle of the extended family, with a very simple social structure, composed of small groups of young people and adults living and working together, and with the adults capable of playing a multiplicity of roles. Some recognition should also be given to the fact that these boys and girls have rejected and been rejected by the processes of ordinary schooling. In fact, the approved school is a very complex hierarchical social structure with adults playing clearly defined roles. The groups tend to be too large for direct personal communication. The curriculum closely resembles that which these children have already rejected. A means must be found to replace the existing authoritarian, hierarchical structure enforced by rules and penalties with a strong controlling structure of personal relationships.

National Training School Replacement," Bureau of Prisons Annual Report 1963, Federal Prison Industries Shop, El Reno, Oklahoma, 1963.

Newell, G. "Common-sense Magic of Birch Cottage," adaptation. Readers Digest 91:223-34+. October, 1967.

New York, N. Y. "Juvenile Delinquency Evaluation Project." New York State Correctional Institutions for male adolescent offenders. September 1960. 43 + iv pp. (mimeographed), tables (interim report No. 16) Free--601 Shepard Hall, City College of New York, Convent Avenue at 139th Street, New York, N. Y.10031

The classification process; the institutions; security, education, counseling, casework, and clinical services, release procedures, are discussed in this project report.

Percival, R. "Persistent Absconders and Seriously Disruptive Boys in Approved Schools." The Residential Treatment of Disturbed and Delinquent Boys. Cambridge, Institute of Criminology, 1968. pp. 34-42.

As measured in terms of boys moved from approved schools to other forms of residential treatment or moved from one approved school to another, persistent absconders and disruptive boys constitute about 8 per cent of the population of the schools. In 1966 the number of boys who left approved schools under normal conditions of supervision was 5,228. About 450 boys left as a result of other action, most following offenses committed as absconders. Boys, re-committed from one school to another, numbered about 258. The majority of absconders and disruptive boys are difficult to identify at committal. Psychological tests do not at present help in their identification. Selection for approved schools is made more difficult by the lack of psychiatric facilities for adolescents. In 1964-1965 special units of closed treatment were set up in some institutions to handle boys with severe emotional and social problems. Consideration is being given to the possibility of setting up combined facilities to deal with these children on a long-term basis.

Reed, Amos E., "A Combined Half-way House - Vocational Training Program for Delinquent Boys," (in Research Relating to Children, Clearinghouse . . . in Child Life, p. 123-124.)

Rosen, L. and Turner, S. H. "Evaluation of the Lander Approach to Ecology of Delinquency," Social Problems 15:189-200. Fall 1967. Reply with rejoinder. K. Polk and R. LaForge. 16: 529-34, Spring 1969.

Schmidt, Gertrude Burke. "Curriculum Implications Emerging from a Study of Recidivists at the State Home for Boys, Jamesburg, New Jersey." Ann Arbor, Michigan: University Microfilms, 1958. Publ. no. 22,575 Microfilm AC-1 no. 22,575 Mic58-4815.

"Specialized Services for Delinquent Youth." Monroe, Louisiana Training Institute. Project No. DPSC 68-6658.

New special education programs will be established at a state institution for delinquent boys. The institute will enter into a contract with the state college special education center, which will provide evaluative services for each entering student. After the administration of a battery of psychological and educational tests, a written report and recommendation will be made. An inservice training program, available to all professional and paraprofessional staff, will deal with teaching the mentally retarded, the slow learner, and the emotionally disturbed. Existing classes in language arts and arithmetic will be divided into two groups. One group will operate as a control group in which strict discipline will be maintained in a controlled environment. The other group will operate as an experimental group in which the social climate will be less restrictive, a system of positive reward will be used with the experimental group. Group therapy will be introduced to effect a change of attitude toward self and society. Social group work will be stressed, and informal discussion groups will be initiated. All students will be given medical, dental, visual, hearing, and physiological examinations. An individualized program of physical fitness activities will be introduced to assist the student in achieving physical development and emotional security. A new system will be organized to promote effective followup of boys released from custody. Approximately 460 boys will be served. For further information, contact Alton Braddock, Louisiana Training Institute, 4701 South Grand Street, Monroe, Louisiana 71201

State of New York, The New York State Vocational Institution, Its Program for Rebuilding Youth, Department of Correction, N. Y. July 1965.

Sullivan, Clyde E. "Restoration of Youth Through Training, A Final Report." Wakoff Research Center, Staten Island, N. Y., 1967. ED 016 138 VT 004 320

The purpose of the project was to provide vocational training for a sample of young jail inmates on Riker's Island in New York

City and to evaluate their subsequent performance and adjustment upon release. Of 264 inmates selected upon the basis of Testing and other criteria, 137 were randomly assigned to an experimental and 127 to a control group. The control group followed ordinary jail routine, and the experimental group received punched-card data-processing machine training, remedial reading instruction, individual counseling, post-jail supportive service, and job placement assistance. The project was beset by problems, including institutional sponsorship, complete staff turnover, financial difficulties, and misunderstanding. Despite these difficulties, the study showed evidence that a vocational education program in jail, coupled with post-release services, does make a difference in job performance and social adjustment. Differences between experimental and control groups favored the former group in (1) non-return to jail, (2) non-return to jail even if addicted to drugs, (3) new job opportunities upon release, (4) social mobility as evidenced by job level, (5) reduction in incidence of physical labor jobs, (6) increase in jobs with promotion potential, (7) increase in jobs where job training was available, and (8) increased tenure with firms hiring inmates upon release. Appendixes include the research instruments, tabular data, a brief description of the reading program, and working papers prepared by staff members.

Unkovic, Charles M., and Ducsay, William J. "Objectives of Training Schools for Delinquents," Federal Probation 33: 39-52, March 1969.

U. S. Bureau of Prisons. Re-educating Confined Delinquents. Selected materials related to experimental and training projects at the Federal Correctional Institution, Englewood, Colo., 1961 to 1964. Washington, D. C., 1965. 102 pp.

---Supplement. 1965. 42 pp.

Vedder, Clyde B., Juvenile Offenders. Springfield, Ill.: Thomas Publishers, 1963.

Vodopivec, Katja. Development of Educational and Treatment Attitudes in Staff in a Prototype Institution for Maladjusted Youth. Institute for Criminology, Faculty of Law, Ljubljana, Yugoslavia. 1967.

This research project will assess changes in staff attitudes and will measure the influence of counseling by the professional consulting team of the Yugoslavian Institute for Criminology on the working and professional dynamics of the staff of a new institution in Slovenia for delinquent boys. Observation will be made of the effect the rehabilitation program has on community adjustment of the delinquents. An ultimate aim is to obtain findings which will lead to changes in social policy related to educational methods in all institutions for maladjusted youth.

Watkins, John C. "Education and Rehabilitation of Youthful Offenders," FBI Law Enforcement Bulletin, February 1966.

Weeks, Ashley. Youthful Offenders at Highfields. Ann Arbor: The University of Michigan Press, 1963.

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Balogh, Joseph K. and others. "The Penal Press; An Historical Perspective," American Journal of Corrections, XXIX (January-February, 1967), 12-14.

Bauermiester, E. E. "Why Correctional Education?" Journal of Correctional Education, XXI, No. 4 (1969), 26.

Benjamin, Judith G. Pros and Cons: New Roles for Non-Professionals in Correction, Washington, D. C.: U. S. Department of Health, Education and Welfare, 1966. 127 pp.

British "White Paper." (Extracts from the report entitled "Penal Practice in a Changing Society: Aspects of Future Development (England and Wales), issued by the Home Department, Great Britain, Command 645) American Journal of Correction 21:24-7, (July-August, 1959).

Chandler, C. S. and Sandick, B. A. "Rehabilitating Public Offenders," Columbia: South Carolina Vocational Rehabilitation Department, 1968.

Cohen, Fred. "The Legal Challenge to Corrections: Implications for Manpower and Training," Joint Commission on Correctional Manpower and Training, Washington, D. C., 1969. 116 pp. Available from Joint Commission on Correctional Manpower and Training, 1522 K Street, N. W., Washington, D. C. 20005 ($1.00) ED 032 409 VT 008 897

Workers in the field of corrections will find in this consultant's paper an examination of: (1) legal changes outside the area of the criminal process which have implications for corrections, (2) legal changes within the area of the criminal process, and (3) legal norms as a background for analyzing problems in the area of corrections. Intended as a ready reference, and as training material, the paper is elaborately documented. The five major sections concern: (1) the broad context of legal change in areas of governmental activity, (2) sentencing, (3) probation and parole, (4) imprisonment and the loss and restoration of civil rights, and (5) the juvenile correctional process. There is a pressing need for a model code of correctional procedure, and possible approaches to and some of the difficulties involved in the drafting of such a code are discussed. A summary of the document is available as VT 008 898.

Collins, Joseph W. and Weisberg, Richard. "Training Needs in Correctional Institutions," U. S. Department of Labor, Manpower Research Bulletin Number 8, April 1966.

This 21-page bulletin may be obtained by writing the U. S. Department of Labor. It discusses the profile of prisoners as to educational achievement, occupational experience, and age. Reference

was made to the work activities, formal vocational training programs, and incentives to training in our prisons. Other topics covered were obstacles to employment, training needs and new policies, Youth Opportunity Centers, and development under the Manpower Development and Training Act of 1962. Several tables and charts were included to assist in the interpretation of the material. There is no charge for the bulletin.

Conte, William R. "Correctional Education - A Many Faceted Thing," Journal of Correctional Education, 19(4):10-11, 30, 1967.

Correctional Research. (Bulletin Series) Nos. 1-6. Boston: United Prison Association of Massachusetts, 1955.

Cortright, R. W. "Inmate Illiteracy," Journal of Reading 8:163-7, January 1965.

Clements, Carl B. and McKee, John M. An Experiment in Contingency Management with Institutionalized Offenders, Draper Correctional Center, Elmore, Alabama, November 1967.

Deerinwater, Edward R. "Oklahoma State Prison System," American Journal of Corrections, XXVII (March-April 1965).

"Draper Educational and Development Project, The. Final Report." Rehabilitation Research Foundation, Elmore, Ala. Draper Correctional Center. 1968. 249 pp. ED 023 142 CG 003 145

As did Lorton and Rikers Island, the Draper Education and Development (E & D) Project demonstrated the feasibility of operating a manpower training program in a correctional setting. However, it was demonstrated that education and training per se are not enough to effect the broad changes in inmates required for successful social adjustment. The project also demonstrated that a regular free-world manpower program should not be simply transplanted. Prisoners are a special group of disadvantaged persons; prisons are unique social institutions. Experiences in the Draper project show that successful implementation of a Manpower Development and Training (MDT) program in a state institution is contingent upon: (a) institutional attitude; (b) strong support of correctional management; (c) effective agency coordination; (d) staff training, development, and flexibility; and (e) effective public relations. This volume of the final report on the Draper E & D Project is written from an historical viewpoint in an attempt to synthesize the experiences which have shaped our thinking. A summary of recommendations is found in the final section.

Eckenrode, C. J. "Librarian Plays the Central Role; Correctional Institutions," ALA Bulletin 58:810-11, October 1964.

Egerton, John. "Where They Try to Make Winners out of Men Who Have Always Lost," Southern Education Report, May-June 1966, Nashville, Tennessee.

Fixx, James F. "Journals Behind Bars," Saturday Review, March 9, 1963, pp. 54-64.

Fradkin, Howard Elwin. "Criminal Background and Self-Concept as Prognostic Factors in the Lives of Prisoners," Ohio State, 1958. 163 pp. (19:905; October 1958).

Glaser, Daniel. The Effectiveness of a Prison and Parole System. Indianapolis, Bobbs-Merrill, 1964.

Glenn, John W. "Our Product is our Best (or Worst) Public Relations," Journal of Correctional Education, XX (Summer, 1968), 15-18.

Glueck, Sheldon and Eleanor T. 500 Criminal Careers. New York: Knopf, 1930.

Greg, David. "Part-Time Prisoners Hold Regular Jobs, Pay Own Jail Costs; California's Wages Support Four Dependents; Wisconsin Puts Welfare Savings at $1 Million," Wall Street Journal, December 22, 1960, pp. 156:1+.

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Howard, D. L. "Education as Social Rehabilitation at H. M. Prison, Eastchurch." (England, condensation of address). Adult Education (Great Britain) 31:190-202, Winter 1958.

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Johnston, Norman et al., eds. The Sociology of Punishment and Correction. New York: John Wiley & Sons, 1962. 349 pp.

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Ketterling, Marvin E. Rehabilitation of Women in the Milwaukee County Jail: An Exploratory Experiment. Ann Arbor, Michigan: University Microfilms, 1966. 65 pp.

Lejins, Peter P.; Watkins, John C.; McKee, John M.; and Kendall, Glenn. Identification of Institutional Subcultures and Methods of Dealing With These as a Part of the Correctional Process. New York Vocational Institution, West Coxackie, New York, 1964.

McKee, John M., "Reinforcement Theory and the Convict Culture," a paper presented at the annual meeting of the American Correctional Association, 1964.

Manpower Development and Training in Correctional Programs. MDTA Experimental and Demonstration Findings No. 3. Manpower Administration, Department of Labor, Washington, D. C., 1968. 189 pp.

Four conferences on manpower development and training in correctional institutions were sponsored by the Manpower Administration to bring together the basic groups of people charged with responsibility in prisoner rehabilitation and to disseminate to them the significant results of experimental, demonstration, and research projects engaged in pre-release manpower training for prisoners. The full report of the first conference plus significant sections of the three later conferences are reprinted here as part of the series of monographs on manpower development and training experimental and demonstration findings published by the Manpower Administration. The conferences were also designed to reach decision makers at state and local levels who would have to coordinate their activities to implement the projected National Pilot Program of Prison Inmate Training under Section 251 of the Manpower Development and Training Act.

Montague, Mary Ella. "The Effects of Dance Experiences upon Observable Behaviors of Women Prisoners." Doctoral dissertation, New York University, 1961. Ann Arbor, Michigan: University Microfilms, 1966. 2 vol.

Morris, Albert, comp. and ed. "What's New in Correctional Research," United Prison Association of Massachusetts. December 1958, 66 pp. Mimeographed. Bibliography (Correctional Research Bulletin No. 8) free. 33 Mt. Vernon St. Boston, Mass.

__________. "What's New in the Work of the Church and the Chaplain in Correctional Institutions?" United Prison Association of Massachusetts. November 1961, 58 pp. (processed) Bibliography (Correctional Research Bulletin No. 11) free. 33 Mt. Vernon St., Boston, Mass.

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New York State Correction Department. *Annual Report of Division of Education*, 1965. Albany, 1965. 43 pp.

Oklahoma, "Decisions of the Arden House Conference on Manpower and Training for Corrections," *Arden House Conference*, El Reno, 1964. 35 pp.

Oklahoma State Penitentiary, *Rehabilitation*. McAlester, Oklahoma, 1966.

Porter, Robert M. "Education in Florida Camps." *American Correctional Association Proceedings*, 1963. pp. 110-142.

Powers, Sanger. "Contradictions in Corrections--A Critique," *American Journal of Correction*,XXIII (November-December, 1961).

President's Commission on Law Enforcement and Administration of Justice, The. *The Challenge of Crime in a Free Society*. U. S. Government Printing Office, Washington, D. C., 1967.

Prigmore, C. S. "Correctional Manpower and Training: A Program for Action," *State Government* XXXVII (Autumn, 1964), 242-245.

Public Looks at Crime and Corrections, The. Louis Harris and Associates, Inc., New York, N. Y. Report of a survey, November, 1967. Publ. date, 1968. 34 pp. Available from Joint Commission on Correctional Manpower and Training, 1522 K Street, N. W., Washington, D. C. 20005 ($1.00)
ED 031 577 VT 008 850

Nearly 1,000 adults and 200 teenagers in a representative sample of 100 geographical locations were interviewed regarding: (1) general attitudes toward corrections, (2) feelings about contacts with convicted offenders on their return to the community, and (3) opinions about corrections as a career. Some findings were: (1) Whites and Negroes agreed that parental laxity is the single most important factor in the development of a criminal, but Negroes felt that the curulative impact of poverty, unemployment, and a bad environment is significantly more important, (2) Police received generally positive ratings, (3) There was an undercurrent of opinion that the police and courts have been overrestricted, (4) It was felt that rehabilitation was underemphasized, (5) Probation was not favored for most adult crimes, (6) Drug addiction and alcoholism were considered illnesses, (7) Willingness to offer job opportunities to released convicts was limited, (8) There was support for Halfway Houses, (9) Attitudes toward volunteer work were positive, and (10) Teenagers are not interested in corrections work because they feel positive results are unlikely. A summary of this report is available as VT 008 851.

"Research." *Bureau of Prisons Annual Report 1964*, Federal Prison Industries Shop, El Reno, Oklahoma, 1964.

Research in Correctional Rehabilitation. Joint Commission on Correctional Manpower and Training, Washington, D. C.; Rehabilitation Services Administration (DHEW), Washington, D. C., 1967. 77 pp. Available from Joint Commission on Correctional Manpower and Training, 1522 K Street, N. W., Washington, D. C. 20005 ($1.00) ED 036 617 VT 008 836

Forty-three leaders in corrections and rehabilitation participated in the seminar planned to provide an indication of the status of research in correctional rehabilitation. Papers include: (1) "Program Trends in Correctional Rehabilitation" by John P. Conrad, (2) "Federal Offenders Rehabilitation Program" by Percy B. Bell and Merlyn Mathews, (3) "Alcoholic Offender Rehabilitation Project" by Milton K. Davis, (4) "Plastic Surgery Program for Rehabilitation of Offenders" by Wallace Mandell, (5) "A Cooperative Program for Alleviation of Juvenile Behavior Problems" by Glen K. Wallace, (6) "Current Information Basis for Evaluating Correctional Programs" by Don M. Gottfredson, (7) "Ethical and Legal Issues in Experimentation with Offender Population" by Gilbert Geis, and (8) "Testability of Correctional Goals" by Clarence C. Sherwood. Brief presentations by four correctional administrators of their views on research in correctional rehabilitation are also included. "Manpower and Training Implications of the Seminar" by Rudy Sanfilippo and Jo Wallah include: (1) development of favorable administrative climate for conducting evaluation research, (2) development of well-conceived research programs along with realistic staffing patterns, and (3) assistance to action agencies in colleges and universities.

Sard, Thomas R. "A Chance on the Outside," *American Education*, U. S. Department of Health, Education and Welfare, 4 pp., 1966.

Sears, W. E. *Missouri Annual Report 1960*, Department of Correction, State of Missouri, 1960.

Skinner, B. F. *Walden Two*. New York: Macmillan, 1948.

Tappan, Paul Wilbur. *Contemporary Correction*. New York: McGraw-Hill, 1951. 434 pp.

__________. *Crime, Justice and Correction*. New York: McGraw-Hill, 1960. 781 pp.

Texas Department of Corrections, *Annual Report 1965*, State of Texas. A publication describing the Texas Correctional System. If copies are available, they can be obtained by writing Dr. George Beto, Director, Department of Corrections, Huntsville, Texas.

Texas Department of Corrections, *Annual Report 1966*, State of Texas.

Thompson, G. F. "Some Problems of Penal Reform," *Contemporary Review*, II (January, 1969), 36-41.

Torrence, John Thomas. "Relationship Between Training Programs Being Offered in State and Federal Penal Institutions and the Unfilled Openings in the Major Occupations in the United States," M. S. Thesis, School of Technology, Kansas State College of Pittsburg, 1966.

U. S. Department of Labor, Manpower Development and Training in Correctional Programs, MDTA Experimental and Demonstration Findings No. 3, Office of Manpower Policy, Evaluation, and Research, Washington, D. C., July 1968, p. 199.

Volunteers Look at Corrections. Louis Harris and Associates, Inc. New York, New York, 1969. 37 pp. Available from Joint Commission on Correctional Manpower and Training, Washington D. C. 20005 ($1.00) ED 032 408 VT 008 866

A randomly selected sample of 541 volunteers representing the various kinds of corrections agencies were interviewed to determine attitudes toward the correctional system. The major sections of the report represent the four substantive areas examined: (1) Who are the Volunteers? (2) Why are they Volunteers, (3) Volunteer Work in the Correctional Agency, and (4) Attitudes Toward Volunteer Work in the Correctional Agency. Some highlights were: (1) Volunteers were younger and better educated than the general adult public, (2) about half of the volunteers were women, but Negroes were underrepresented, (3) Volunteers offered their services (in order of decreasing importance) because of a desire to help others, a recognition of need and a sense of obligation to serve, and anticipated personal benefits, (4) Volunteers emphasized the relationship of social conditions to crime and delinquency, (5) There was indication of overconfidence and insensitivity to the inherent problems of corrections situations, (6) There was evidence of passivity on the part of corrections agencies in terms of recruiting, screening, and training. (7) Field agencies and adult institutions have the highest volunteer participation, and (8) nine in ten volunteers rate cooperation between themselves and the professional staff as "usually good."

Watkins, John C. "A New Concept in Education for Adult and Juvenile Offenders." American Correctional Association Proceedings, 1963. pp. 284-286.

Wainwright, Louie L. Sixth Biennial Report, Florida Division of Corrections, July 1, 1966-July 30, 1968.

"What Life is Like in Today's Federal Prisons: Interview with Myrl E. Alexander, Director, Bureau of Prisons, U. S. Department of Justice." U. S. News and World Report, July 11, 1966, 98-102.

Wilcke, Gerd, "A du Pont Program Aids Federal Prisoners," New York Times, 1967.

Zeller, E. J. "A Short-Term Adult Program Experiment in a Correctional Institution." Ph. D. Dissertation, Indiana State University, 1966, 101-A.

Zink, Theodore M. "A Study of the Effect of Prison Education on Societal Adjustment," Unpublished Doctoral Dissertation, Temple University, 1962.

Staff Development

Adams, William T. (prepared by) Western Interstate Commission for Higher Education. Papers in the Behavioral Sciences for Teachers in Correctional Work. Taken From a Continuation Seminar Series Jointly Sponsored by Western Interstate Commission for Higher Education and Federal Correctional Institution, Englewood, Colo. Preliminary Publication. Boulder, Colo., 1963.

American Correctional Association, Committee on Personnel Standards and Training. New York, 1954.

Suggested college curricula as preparation for correctional service.

Brady, J. D., *et al*. "Evaluation of Semantic Differential Changes in Correctional Training Officer Attitudes," *Journal of Correctional Education*, XX (Spring, 1968), 4-6.

Brewer, Donald D. and Blair, Carol Ann. In-Service Training for Probation, Parole, and Correctional Personnel. Georgia Univ., Athens. Inst. of Government. 1968. 123 pp.

A summary profile of employees in the Georgia Correctional System revealed an average age of 46, a mean salary of $5,135, relatively brief service (averaging 4.5 years), under half with related work experience, an average of 11 years of school, heavy work loads, limited opportunities for advancement, and heavy concentrations of personnel in metropolitan centers. Current provisions (1966-67) for the training of correctional, probation, and parole personnel were highly inadequate. Accordingly, a systematic plan of education has been proposed for meeting the technical on-the-job training needs of such personnel, and providing them with skills and conceptual knowledge, through training institutes and formal higher education. It is also proposed that the extensive university, governmental, and other training resources of the state be mobilized for the benefit of these persons. Phases of program implementation and coordination are expected to include content and instructional methods development, direct training, employee self-improvement, improved salaries and advancement opportunities, an intern program, research and evaluation, joint planning, and several categories of training project personnel. (The document includes 13 tables and figures and detailed conclusions and recommendations.)

Brooks, Robert J. "Staff Training Officers' Institutes." Institutions: Southern Illinois University, Center for the Study of Crime, Delinquency and Corrections, Carbondale; U. S. Department of Justice, Office of Law Enforcement Assistance. Dates: Began September 1967. Estimated completion August 31, 1968.

A year-long series of eight-week institutes for correctional staff training officers comprises this program. During the academic year 1966-1967 curricular development was undertaken and a pilot institute was conducted. Further, the whole program was carried out under joint sponsorship of the Office of Law Enforcement

Assistance and Southern Illinois University. The program seeks to accelerate the growth of training capacities in state correctional systems. While training officers are targeted as key personnel in achieving this goal, correctional administrators, correctional officers, and graduate students preparing for professional roles in corrections are also included. The use of multiple populations in the training design reflects staff interest in investigating promising models for correctional training. These residential eight-week institutes, commencing October 2, 1967, January 8, 1968, and April 1, 1968, are conducted in training facilities of the center for the Study of Crime, Delinquency and Corrections, on the campus of Southern Illinois University, Carbondale. In addition to providing this series of institutes, the program also emphasizes the study of appropriate learning environments, the use of new training media, and the development of materials for field use.

Brutvan, Donald. "Project Summary: Erie County Penitentiary Staff Training and Inmate Rehabilitation Project." Office for Continuing Education, Buffalo; Office of Law Enforcement, Washington, D. C. Began April 1968. Scheduled completion April 1969.

Applicants will collaborate with Erie County Penitentiary staff in the development and first-year operation of a university-based training program for 60 correctional officers. A three-month planning stage will serve to: (1) define the problems involved in preparing the correctional staff to be participating members of the rehabilitation unit; (2) relate contemporary trends and findings to the changing role of the correctional officer; and (3) draw upon the treatment-training expertise of select correctional institutions and consultants in the design of imaginative and comprehensive curriculum accenting the clinical aspects of custodial management. As an outgrowth of planning, a three-year correctional staff training program will be established, consisting of six non-credit behavioral science courses. The primary goal of the project is to upgrade correctional officer performance to a more professional level by presenting a series of audience-elated college level courses. Another goal is to concurrently inaugurate within the penitentiary an integrated vocational and educational program utilizing available community resources in a demonstration effort to provide for the total rehabilitation of its short-term clients. Work-release programming and specialized counseling for alcoholics and drug addicts is contemplated. Applicants will evaluate the program through pre-post attitudinal and comprehension testing of trainees, and a study designed to measure the effect of staff training on the inmate population. The law enforcement assistance association support for second- and third-year operation of the project is conditioned upon documentation of satisfactory first-stage progress and availability of appropriated funds. Other personnel involved in this program are: Allan L. Canfield; Isaac Alcabes; Marvin Bloom; Bernard Weiss; Gerald Miller; and Robert Daud.

Corrections 1968: A Climate for Change. Louis Harris and Associates, Inc., New York, N. Y. 1968. 46 pp. Available from Joint Commission on Correctional Manpower and Training, Washington, D. C. ED 032 407 VT 008 854

To explore how individuals in the corrections fields perceive their work, the functioning of their agencies, and the effectiveness of the various correctional fields, a national sample of 1,870 correctional workers in institutions and in probation and parole agencies were interviewed. Some findings were: (1) A majority saw the total system as "somewhat effective", (2) The police received a positive from almost 70 per cent, (3) Over half felt that the courts have been "generally fair," but there was a strong minority opinion of too much leniency, (4) There was fairly general agreement on the low level of correctional accomplishments, (5) With variations within different correctional settings, rehabilitation was considered the most emphasized of four goals and was overwhelmingly considered the desired primary goal, (6) A generally low level of formal training in corrections and criminology was indicated, and (7) Job satisfaction was high. Suggestions for improvement included increased use of probation and parole, more community oriented programs, and better training of staff. A summary of this report is available as VT 008 855; VT 008 850 is a companion piece.

Criminology and Corrections Programs: A Study of the Issues. Papers presented at a seminar (Washington, D. C., May 1-2, 1968) 1968. 107 pp. Available from Joint Commission on Correctional Manpower and Training, 1522 K Street, N. W., Washington, D. C. 20005 ($1.00) ED 031 575 VT 008 846

The purpose of the seminar was to explore the problems of programs in criminology and corrections in institutions of higher education. In "Issues for the Seminar" by John J. Galvin, the following are some of the proposals offered for consideration: (1) reaching of some practical agreement concerning categories and responsibility levels of work as related to curricula, (2) realistic assessment of what is possible in the area of employment standards, (3) interaction between universities and the service field, (4) liaison between the university department offering the corrections program and university departments offering related services, (5) massive financial support, and (6) avoidance of policies which would lock out individuals who formerly lacked opportunity to acquire credentials. Other papers include: (1) "Higher Education Programs in Criminology and Corrections" by Loren Karacki and John J. Galvin, (2) "Content of the Curriculum and Its Relevance for Correctional Programs" by Peter J. Lejins, (3) "Universities and the Field of Practice in Corrections" by Vernon B. Fox, and (4) "The Prestige of Corrections Curricula" by T. C. Esselstyn. Discussion from the floor relating to problems of concern to all correction and criminology programs is also reported.

Grant, J. Douglas and others. "Develop New Careers Ladders, with Appropriate Components, in the Administration of Justice." Technical Report. New Careers Development Organization, Oakland, Calif. 1969. 115 pp. ED 035 754 VT 010 156

This is a report of the first of three phases of a project to develop an education component for new careers within the Administration of Justice field. During this phase, four agencies agreed to participate: the Los Angeles County Probation Department, the Alameda County Probation Department, and the California State Departments of Corrections and Youth Authority. The primary accomplishment was the establishment of career ladders within the participating agencies with breakdowns by specific tasks of required knowledge and skills. There was an assessment of the climate of each agency for developing the necessary innovations, and program trends for the future were analyzed. Methodology included the use of a study group for each agency composed of three agency professionals, three preprofessionals (new careerists), and three clients of the system.

Grenfell, John E. "Staff Training and Video-Tape Replay." Canadian Journal of Corrections, 10 (2):409-413, 1968.

The correctional staff training program at Southern Illinois University differs from other similar programs conducted elsewhere. In addition to the usual variety of lectures, the program makes intensive use of role playing; places a heavy emphasis on discussion; and utilizes videotape playback equipment in recording interactions sessions. With the videotape, concepts presented in lectures and discussions are demonstrated and clarified. Lectures are presented for approximately an hour, followed by 45 to 50 minutes of videotaped discussions. During the replay the staff point the paths of communication, the group process in action, and the dynamics of human behavior. Results of one nine-week training period indicated that the use of the audiotape playback equipment hastened the learning process for students who were staff training officers from correctional settings. Information, concepts, and techniques were grasped more quickly. Changes were also noted in the students' personality variables, attitudes, and values. These changes were away from being rigid, authoritarian, and evaluative, and tended toward becoming more permissive, understanding, and flexible.

Hendry, Charles H., and Twomey, John F. "Staff Interpersonal Ratings of Inmate Relationships," Journal of Correctional Education 21(1):8-9, 1969.

In order to determine whether degrees of awareness of inmate behavior by correctional officers and caseworkers could be measured by an interpersonal behavior rating scale, a pilot study was made of 89 offenders at a federal institution and ratings of them by eight correctional officers and four caseworkers. The offenders were generally immature, antisocial, impulsive individuals with problems in emotionally stimulating situations. Results indicated that there were significant differences between correctional officers and caseworkers in rating the covert behavior-personality factors of the inmate, although they rated similarly the inmate's more obvious behaviors. It appears that correctional officers accept surface behavioral compliance and are often less aware of the emotional nuances of inmate communication.

Heyns, Garrett. "Problems of Staff Recruiting and Development," in National Association of Training Schools and Juvenile Agencies. Proceedings: 63rd Annual Meeting, June, 1967, Anaheim, California, Edited by Jack C. Pulliam. Anaheim, 1967, pp. 37-46.

There is a shortage of manpower in corrections and an absence of uniform standards on manpower needs, education, and training requirements. Existing manpower is not used as effectively as it could be. Corrections can only recruit and retain those who enter the pool of potential correctional manpower. The kind of people who make themselves available depends on the salary level, how public and professional groups view correctional work, what prospects corrections offers for career development, the opportunities for individual growth and development, and the personal motivations for service to others. The Committee on Action of the Joint Commission on Correctional Manpower and Training made a survey of state correctional systems, parole and probation departments, juvenile institutions, and NCCD files to find out what recruitment methods are commonly used. These methods are delineated by the following categories: advertising, direct recruitment, general publicity, recruitment pamphlets, and incentive programs.

"Interim-Analysis of the Effectiveness of the Team Treatment Approach at the U. S. Air Force 3320th Retraining Group." Other Personnel: Robert F. Hart, Leonard J. Hippchen. Institutions: U. S. Air Force 3320th Retraining Group. Dates: Began April 1964. Continuing.

In 1962, the U. S. Air Force's prisoner rehabilitation center at Amarillo, Texas replaced its classification boards with a team treatment approach. The data and qualitative evidence showed an increased restoration rate comparing a two-year period before and a three-year period after the change, and improvement in follow-up success rates and performance of restorees. It was concluded that treatment teams operating within the theoretical framework of "therapeutic community" concepts tend to achieve a higher rate of retrainee restorations than the classification boards without sacrificing the rate of success following return to duty. Treatment teams appear to be more effective in rehabilitating short-term referrals than classification boards and they contribute to improved staff interaction, cooperation, and morale. The treatment team approach can be applied effectively in other correctional settings, especially in minor or juvenile institutions where rehabilitation goals and a more open setting are emphasized. Publications: Hart, Robert F., and Hippchen, Leonard J., "Team Treatment of Air Force Offenders," American Journal of Correction, 28(5):40-45, 1966.

Jepson, Norman A. "Training--Staff College and the Crisis," Prison Service Journal, 7(25):31-40, 1967.

Due to a crisis in 1967, the staff college in Great Britain made major changes in its college program, the most drastic being the elimination of the refresher and senior courses for prison officers. An outline is presented of the basic questions which were posed and immediate and long-term problems are acknowledged.

Joint Commission on Correctional Manpower and Training. "Targets for In-Service Training." Report of a Seminar convened in Washington, D. C., 1967, 67 pp.

This report of a seminar on in-service training sponsored by the Office of Law Enforcement Assistance and the Joint Commission on Correctional Manpower and Training, includes papers on training methods, organization, and evaluation, and their application to the field of corrections. The major emphasis is on the definition and objectives of in-service training, selection of training methods, and program evaluation. Discussion by seminar participants is also reported. Contents: Introduction, by Benjamin Frank and Nick Pappas; overview of in-service training, by Carl B. Kludt; Training Methods, by Lyman K. Randall; Colorado Training Programs, by Howard Higman; Organizational Arrangements for Training, by David C. Jelenik; Evaluation of In-Service Training, by Carol H. Weiss; Implications of the Seminar for Corrections, by Vincent O'Leary and Ronald W. Vander Wiel.

King, William. "The Professional Staff--Their Role in Treatment," in National Association of Training Schools and Juvenile Agencies. Proceedings: 63rd Annual Meeting, June, 1967, Anaheim, California, edited by Jack C. Pulliam. Anaheim, California, 1967, pp. 102-113. (Vol. 63)

The skills of the professional caseworker in a detached department of a juvenile correctional institution are not being employed most productively. Separate custody and treatment factions often suspect the motives and doubt the competence of the other factions. Also, it is questionable whether the professional who is concerned with individual treatment has any impact on the delinquent subculture of the living unit. For the professional to become truly effective in the institution he must address himself to the overall social climate; he must give attention to the problem of creating integrated treatment teams. The caseworker must devote a substantial portion of his time to the creation of a therapeutic community. He should also play a key role in the development of treatment models.

McNickle, Roma K., ed. Differences That Make the Difference. Papers presented at a seminar on the implications of Cultural Differences for Corrections (Washington, D. C., January 30-31, 1967). 1967, 75 pp. Available from Joint Commission on Correctional Manpower and Training, 1522 K Street, N. W., Washington, D. C. 20005 ($1.00) ED 031 576 VT 008 848

A total of 20 representatives of state and federal agencies, universities, national voluntary organizations, and the staff of the Joint Commission on Correctional Manpower and Training participated in a conference to encourage the inclusion of content relating to different cultural groups in the training of persons who work with these groups in the field of corrections. Papers presented in the document were given by individuals who are members of minority groups or who have worked closely with them, and were entitled:

(1) "Mexican-Americans," (2) "Spanish-Speaking People of the Southwest," (3) American Indians," (4) "Japanese-Americans," (5) "American Negroes," (6) "Puerto Ricans," (7) "The Job Corps Experience with Minorities." Recommendations in the summary presentation, "Cultural Differences: Implications for Corrections" include: (1) incorporating content on cultural differences into training programs, (2) using minority group members as instructors, (3) training future workers "in context," (4) matching workers with client groups, (5) locating offices in areas where offenders live, and (6) employing ex-offenders as workers. A summary of this report is available as VT 008 849.

National Conference on Social Welfare. "The Educational Needs of Personnel in the Field of Corrections." New York: Council on Social Work Education, 1956. 20 pp.

Nobel, Henry J. "Training," American Journal of Correction 29:8-10+ March-April, 1967.

The Center for Correctional Training and the New York City Department of Correction conducts recruit training courses for corrections officers and in-service training courses for experienced corrections officers, higher ranking officers, and members of program staffs.

Pickering, I. G. W. "The Psychopath in Prison--Some Observations on Treatment," in Psychopathic Offenders. Cambridge, England, Institute of Criminology, 1968. pp. 53-55.

The estimated number of psychopaths in prison service establishments varies from 2 to 15 per cent of the prison population. These individuals are best managed in small groups within populations of more normal prisoners. It is the intention of the prison department to develop group hospitals in the larger establishments to serve groups of smaller prison service establishments in order to utilize the fullest psychiatric facilities available. The management of the psychopath in custody depends upon the teamwork of the entire prison staff. Since the behavior of the psychopath resembles that of children, he should be treated in the same firm and sympathetic way. Treatment should be undertaken in prisons as close as possible to their home areas so as to enable frequent contact with relatives. Flexibility of transfers, especially between special hospitals and prison service establishments, should be encouraged. The improvement of the parole system would facilitate the adjustment of the psychopath to the outside community.

Piven, Herman, and Alcabes, Abraham. Education and Training for Criminal Justice; A Directory of Programs in Universities and Agencies (1965-1967). Washington, D. C., 1968. 136 pp. Available from Superintendent of Documents, USGPO, Washington, D. C. 20402 ($.70)

This directory lists academic institutions and service organizations which report major training programs for practice in corrections, law enforcement, and the courts. Part One lists the colleges, universities, and graduate professional schools which offer a major course of study for practice in the field of criminal justice. Part Two contains a list of crime and delinquency centers which are structurally associated with a university and engaged in training. Criminal justice systems which conduct major inservice training programs are listed in Part Three: probation/parole; correctional institutions, and law enforcement systems.

Polk, Kenneth. "The University and Corrections: Potential for Collaborative Relationships." 1969. 84 pp. A consultant's paper prepared for the Joint Commission on Correctional Manpower and Training, Washington, D. C. ED 029 595 HE 000 888

Because of the shortage of professional personnel in the correctional system and because the university is a center for ideas and source of manpower, there is a great need for the university to develop a multidisciplinary curriculum directed toward training professionals to work in the field of corrections. A collaborative relationship between correctional agencies and universities could be furthered if: university faculty recognized the educational and research needs of the correctional system; students engaged in work projects in correctional settings; and correctional personnel were involved in educational and research ventures. Because of its traditional isolation, academic specialization, and dislike of vocationalism, universities have resisted collaborative efforts, but the pressure of the public and students for more public service activities could help promote involvement in the correctional field. Although it is not ideal, the organization of schools of social work can provide a basis for developing an appropriate curriculum. Various colleges and universities have initiated work-study programs of potential significance for university-agency collaboration. Special training methods designed for personnel working in anti-poverty programs or with juvenile delinquents also merit special attention. Strategic considerations will determine what model of educational program is adopted. All of the many feasible models incorporate the concept of combining outside work with study. This report is available from the Joint Commission on Correctional Manpower and Training, 1522 K Street, N. W., Washington, D. C. 20005.

Sedio, Edward P. "In-Service Training Program." Other personnel: Dr. Gisela Konopka; Dr. Carl Malmquist. Institutions: County Home School, Minnetonka, Minnesota; Department of Court Services, Minneapolis, Minnesota; Personnel Department, Hennepin County, Minneapolis. Dates: Began September 11, 1967. Completed September 29, 1967.

An in-service training program was developed and conducted for newly employed women staff in a newly established girls' cottage at the County Home School, Minnetonka, Minnesota. The program, which was conducted September 11-29, 1967, consisted of tours, observation of personnel, lectures, discussions, and the presentation of papers by the trainee participants. The training program was consistent with the goals and treatment methods of the institution, which stress the basic philosophy of social work and emphasize the team approach as the instrument for treatment. The program was relatively successful, as it was both practicable and beneficial to the participants involved. Future training programs, however, will make less use of outside personnel and will stress instead on-the-job training in which the new staff will work in close cooperation with the staff already in the first girls' cottage.

Southern Illinois University, Center for the Study of Crime, Delinquency and Corrections. "Training for Corrections: Rationale and Techniques." Carbondale, Southern Illinois University, 1968. 91 pp., appendix.

This manual centers attention on how to teach corrections and to suggest principles pertinent to the development of a curriculum likely to be efficient in achieving the training purposes selected by the correctional agency. Contents: rationale for training, preparing to teach; teaching techniques; training tools; evaluation; role of the training officer; appendix.

"Targets for In-Service Training." Joint Commission on Correctional Manpower and Training, Washington, D. C.; Office of Law Enforcement Assistance, Washington, D. C. 1967. 73 pp. Available from the Joint Commission. ED 031 574 VT 008 844

A total of approximately 36 representatives of state, interstate, and federal agencies; universities; national voluntary associations; industry; and the staff of the Joint Commission on Correctional Manpower and Training participated in the conference with the purpose of exploring the area of inservice training for personnel working in the rehabilitation of the public offender. Papers presented in the document are: (1) "Overview of Inservice Training" by Carl Kludt, (2) "Training Methods" by Lyman Randall, (3) "Colorado Training Programs" by Howard Higman, (4) "Organizational Arrangements for Training" by David Jelinek, and (5) "Evaluation of Inservice Training" by Carol Weiss. A brief statement of reaction and a summary of discussion from the floor follow each paper. Recommendations, presented in an overall summary presentation, include: (1) emphasizing training for work in the community, (2) stressing skills for interagency goal-setting, (3) giving attention to the correctional worker's role with offenders, who presently do not get into the correctional system or are dropped out in the screening process, and (4) developing new approaches to inservice training evaluation. A summary of this report is available as VT 008 845.

Whiteley, J. Stuart. "Factors in the Treatment and Management of Psychopaths," in Psychopathic Offenders. Cambridge, England, Institute of Criminology, 1968. pp. 76-81.

The patients referred to Henderson Hospital (England), regarded as the treatment center for psychopaths, represent a variety of abnormal behavior. Therefore, the treatment facilities at Henderson must be equally embracing. The degree of the psychopathic disorder is assessed in terms of social and emotional immaturity. In the past the patient has been accorded few responsibilities; although the controls imposed have been numerous. At Henderson the patient is forced to assume a degree of responsibility for himself and others. He is no longer placed in a restrictive setting where he must conform to the guidelines imposed on him by others. He is able to see the established goals of social compatibility, social competence and acceptance as attainable in the Henderson society, and consequently, recourse to deviant means of behavior lessens. This form of social interaction serves as a model which he can attempt to carry over into the outside world. Greatest success is achieved with the predominantly creative psychopath rather than the predominantly inadequate type, who is innately dependent on prisons or hospitals to take care of him, or the predominantly aggressive type, who can only function in the rigidly controlled society of prison. The staff must provide the stimulating and supporting matrix within which maturation may occur. The selection of the patients is illustrative of the responsibility and control mechanisms at work in the patient and staff communities. Referrals are seen by a selection group comprised of staff and patient representatives whose task it is to assess the referral's motivation for treatment, capacity for maturation, and ability to participate in group interaction. Referrals who are committed to a term of residence in Henderson by court order are not compelled to remain in the hospital against their will. To do so is seen as negating the principle of non-coercion or non-control upon which the entire philosophy of the hospital is based. After discharge it was found that as the number of previous convictions of the patient increased, the outcome of the treatment worsened.

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